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ABSTRACT

A step-by-step model for training peer counselors forms the basis of the trainer's manual and accompanying exercises for trainees which are organized into two books for effective skill building. Designed for peer counseling trainees, this document presents the first of these two exercise books. The book begins with three very brief chapters which include introductory comments for trainees (chapter I), an overview of the peer counseling program (chapter II), and a look at roles for peer counselors (chapter III). Following these three chapters are the 13 modules for this introductory program to peer counseling. Module 1 describes peer counseling, module 2 introduces the trainee to the program, and module 3 explores helping behaviors. The remaining modules focus on a variety of peer counseling skills to be developed by trainees: attending skills (module 4), communication stoppers (module 5), empathy skills (module 6), summarizing skills (module 7), questioning skills (module 8), genuineness skills (module 9), assertiveness skills (module 10), confrontation skills (module 11), and problem-solving skills (module 12). Module 13 concentrates on putting peer counseling into action. Each module contains a variety of exercises, activities, and worksheets for trainees. A brief concluding chapter is followed by a list of additional readings. (NB)

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PEER POWER

BECOMING AN EFFECTIVE PEER HELPER

Book 1, Introductory Program

Second Edition

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PEER POWER

Becoming An Effective Peer Helper

Book 1, Introductory Program

Second Edition

Companion Books
For Trainee--Book 2, Advance Program
For Trainer--Peer Counseling: In-depth Look at Peer Helping, Second Edition

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Book 1, Introductory Program

Second Edition

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DEDICATION

I would like to dedicate this book to all the people I have trained in peer counseling skills, especially those students at Pattonville Heights Junior High and Lafayette High School and in drop-in centers in the St. Louis area.

I wish to thank all teachers, administrators, counselors, and supervisors in the Pattonville School District, Rockwood School District, and Southern Illinois University as well as other peer counseling trainers who have encouraged me and cooperated in the development of the peer counseling program. I especially want to thank Dr. H. Dean Gray for his clear thinking, hard work and writing skills for the original version of this book.

Thanks are extended to the many persons who have offered suggestions since the program was published for national distribution in 1978. Modifications in this second edition are an outgrowth of cooperation from those who have used these materials in various community settings including schools, churches, clubs, organizations, and different community agencies.

PEER POWER
Book 1, Introductory Program
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CHAPTER I

INTRODUCTORY COMMENTS TO THE TRAINEE

You are beginning a training program that could change your life for the better in some rather unique ways. You are going to learn how to be of significant help to other people. When you have learned skills taught throughout this training, you also will find that you are helping yourself in exciting and interesting ways.

We believe skills you will be learning not only will be helpful to you as a peer counselor, but also will be of benefit to you as you relate daily to others. We firmly believe that, when people have a concern, they first talk to their peers and then second perhaps to professional counselors. For this reason, we feel that you can assist your peers as well as professional counselors, provided that you learn some helping skills.

The training you are starting probably is different from anything you have attempted. Through the training program you will learn how to listen, understand, and communicate better—to listen to what others are *really* saying or feeling, to understand what others really mean, and to feed back what you have heard in ways that will enable others to handle some of the rough spots in their lives. By learning what this training is teaching, you really can be of help to others. An added benefit of your new skills in helping your peers to grow will be that you will understand and help yourself to grow. You will learn information about common problems that teenagers encounter such as stress, drugs and alcohol, and many others. You also will discover that these skills will take you through a process of understanding your own values and becoming aware of your own thinking and feeling processes.

The question you may ask is "How can I do that?" Well, you will learn how to hear what your friends really are saying when they are expressing their feelings. You also will learn effective ways in which you can respond to what they are telling you—to respond in ways which will help them deal with their problems more effectively. You will learn how to express better your own thoughts and feelings, how to be understood more clearly, and how to reduce the trouble that often comes when you tell someone the way you feel. Another skill you will be learning is how to confront others and still keep good feelings between the two of you. Also you will be learning during the training program ways of helping others learn to solve problems and put those solutions into action. With these basic skills you will be able to do many things as a peer counselor. You may want to see people individually, answer the phone in a drop-in center, lead a discussion group, tutor, or do other people-helping activities.

The total training program is designed to help you become a better friend, helper, and person. You will learn how to relate to others in ways that will create friendships, develop helping skills, and cause you to value yourself more.

Peer counseling training is more than the kind of training in which you sit and listen to a trainer lecture. When each new skill is presented in the training session, the trainer will *demonstrate* the behavior. After the trainer has demonstrated the skill, you will be asked to *practice* that skill. The general procedure for the training you are about to receive will follow this general pattern. First, the trainer will *explain and demonstrate* the new skill to be learned. Second, you will become a

helper and *practice* the skill with other trainees acting as helpees and raters. Third, you will *receive feedback* from the raters as to how well you performed the skill being practiced and learned. This book, *PEER POWER,* contains information and exercises so that you can become prepared and practice the skills.

To learn peer counseling skills, you, the trainee, must be involved actively in what is happening. We encourage you to become involved—involved in the training, involved in doing the activities suggested in this book, involved with the other trainees who are learning with you. Others have and we feel you will be excited about learning how to relate better and help others more. How much you learn will depend upon you and how much you want to learn, but the way to do it is explained in *PEER POWER.* An exciting experience awaits you in the weeks ahead. We wish you the best in the new venture.

CHAPTER II

OVERVIEW PEER COUNSELING TRAINING PROGRAM

Peer counseling has been expanding at a rapid pace in the last few years. Young people and adults of all ages are learning how to help each other—their peers, people who share related values, experiences, life styles, and comparable age.

Peer counseling is the process of helping another person. That is, an individual enters into a one-to-one helping relationship, group leadership role, discussion leadership role, advisement, tutoring, or some other interpersonal helping role.

A peer counselor refers to a person who assumes the role of a helping person with contemporaries. The term "peer" denotes a person who shares related values, experiences, and life-style and is approximately the same age.

The training program for peer counseling will provide the practice you need for learning the skills necessary for becoming a peer counselor. The necessary training time varies, generally requiring 21 to 80 hours of training session time where you interact with the trainer and the other trainees in the program. In addition, you will spend 15 to 26 hours in preparation time so as to utilize the training session time better. You will be assisted throughout the program by a trainer who has the know-how to help you learn the necessary skills.

You will have the fun of learning the skills with others of your age. The training program will include not only yourself but others with whom you will interact and share ideas, feelings, and concerns. You will *role play,* that is, you will assume the role of *helper* at times, of *helpee* at times, and, at other times, of some other person needed in the training technique. As *rater* you will observe helper/helpee communication during practice. You will be able to try skills and to watch others try the same skills. You will receive *feedback,* that is, information from others (raters) about how they perceive your skills and how you might improve those skills. You, too, will be asked to be a *rater,* that is, to give constructive feedback to others in your group. The rater will provide feedback as to the quality, accuracy, and effectiveness of the helping responses by the helper. After you receive feedback, the skill can be practiced again for improvement.

Young people and adults of all ages enjoy learning peer counseling because the training is done in a manner in which they can practice together and help one another learn. They learn how to respond to feelings, problems, concerns, and other human needs not only of people they may help in the future but also of their friends and others they meet daily. By completing peer counseling training, an individual often learns to understand himself or herself better. Communication skills in every day living often are improved through the peer counseling program.

CHAPTER III

ROLES FOR PEER COUNSELORS

Peer counselors are functioning effectively in various settings including schools, churches, teen and crisis centers, clubs and community organizations, and other community agencies engaged in helping through interpersonal relationships. In schools the peer counselor works with other students in both groups and one-to-one relationships. The peer counselor can be a vital assistant to the professional counselor by extending counseling services to more students than could be served by the professional counselor alone.

Peer counselors are trained to function in an interpersonal capacity, therefore they should not be used as clerical assistants. The most obvious role for peer counselors is that of one-to-one interpersonal relationship.

Talking with students or others about their personal problems; talking with disruptive students; referring peers to other sources of help in the community; giving information about drugs, sex, and venereal diseases; and helping students with their school problems are types of assistance given by peer counselors on a one-to-one basis.

Peer counselors can be effective in group settings. They can be used as group leaders, assistant leaders, teachers of interpersonal skills to other students in counseling groups, or as communication skills trainers in the classroom. Peer counselors also can confront other peers in areas of alcoholism and drug abuse and get them to seek professional help.

Some of the educational functions peer counselors can perform are tutoring students in academic areas, serving as readers for handicapped students, and helping younger students develop academic skills through tutoring.

Peer counselors can be helpful also in many guidance activities. Some of these involve working with new students or others in an organized manner, serving as special friend. They can be used to help with the registration process in terms of selection of classes or other options available if working in a community agency. They can work with students in the career center and assist students with many of the computer programs now available. They also can help with the guidance newsletter, serve as testing proctors, and work in many other areas.

The need for and opportunities available are tremendous in clubs and community organizations or in any setting where interpersonal relationships are essential. Peer counselor training as outlined in this book will enable people of all ages to help better not only their peers but also themselves.

In religious settings peer counseling is meeting vital needs because of increased demand by church members for counseling. Persons who have completed peer counseling training are increasing the number of people who are competent in human relationship communication and other interpersonal concerns. Often in church settings small groups of people are formed and individuals can meet in open, informal, face-to-face contact situations characterized by warmth and intimacy. In this setting, the peer counselor can make a major contribution. Peer counselors can be used as assistants in religious education similar to their roles in public and

private schools. They also can participate in outreach programs for nonmembers such as those in drop-in centers.

In crisis centers, drop-in centers, drug treatment centers, and teen centers, peer counselors have major activities which are being handled effectively. The peer counselor, who has a value system in keeping with the persons using the centers, can hear, understand, and have empathy with persons needing help. The peer counselor can communicate in a meaningful way with people for whom a center operates as well as communicate better those people's needs to persons employed within those centers. Thus, peer counselors help close the gap between professionals and those individuals who do and those individuals who will make use of the centers.

Assistance to the poor is an important role for the peer counselor. Services offered within the community often have not been highly successful with the poor. Peer counselors, persons trained in peer counseling from among the rank and files of the poor for whom the services are aimed, can make a difference. The peer counselor understands their problems, has a comparable value system, talks the language of people involved, and can do much for others.

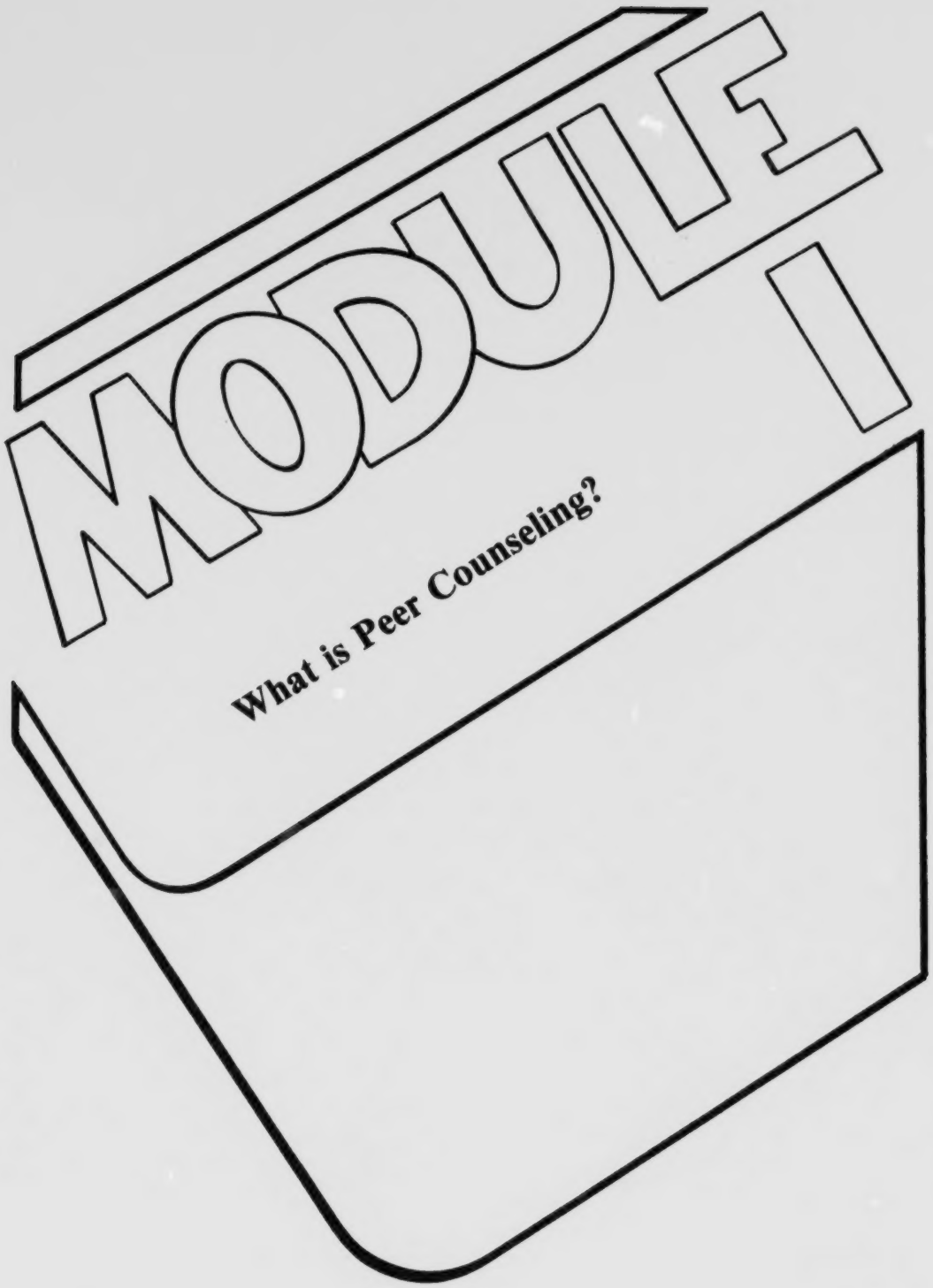
Peer counselors possessing various kinds of personalities and levels of training are found in many different settings. The following is a partial list:

Schools—elementary, middle, junior high, and senior high
Colleges and Universities
Juvenile Detention Centers
Day Care Centers
Crisis Intervention Centers
Teen Centers
Drop-In Centers
Churches and other religious settings
State Hospitals, Drug Rehabilitation Centers
Organizations—Boy Scouts, Girl Scouts, 4-H Clubs, and other socially, educationally, and/or vocationally oriented groups

A commitment which you as a trainee in peer counseling must consider is whether or not you will strive to learn the interpersonal skills that

will enable you to help your peers. If you commit yourself, the trainer in the program will help you learn the necessary skills.

The next challenge which you as a trainee need to consider is whether or not you will be willing to accept the new challenge you may have as a result of becoming a peer counselor. You probably will improve your social position among your peers since you will be better able to help them. Thus, you will be expected to assume new responsibilities among your peers—a new role, one which can add new dimensions to your life.


MODULE I
What is Peer Counseling?

MODULE 1

WHAT IS PEER COUNSELING?

Since this session is our first session together, let's gain an understanding of what each other person in the group knows about peer counseling. Training then can be slanted to each of you to accomplish your goals. You and the trainer during the first session can discuss the structure of the training program, what kinds of things you will be learning, and what you can do after you complete the program.

Peer counseling, working with others, is based on communication. Some communication techniques are natural in some personalities—used regularly in one's every day association with others. Before starting training, you need to identify what you already do that contributes to peer counseling action and to identify what may need to be learned or improved that will make you an effective peer counselor.

The first exercise is termed "Pretest" which properly should be called a "self test." The purpose of the exercise is for you to assemble and analyze your knowledge in communicating effectively as a helping person.

The second exercise in this session is for us to establish your interest in becoming a group leader in your church group, scout group, or some other action program in your community. Whatever type of group and setting in which you are wanting to work is important for those in the group to know so that communication can be enhanced through the training. Filling in answers to questions in Exercise 1.2 "Your Reason for Training" will help you think through why you are wanting to learn peer counseling skills, how the training will help in your personal life, and what your actual goals are for wanting to use helping skills. As you analyze the three types of information and share with the group, the training program can be adjusted to goals and be patterned for you to practice in the role of the setting in which you desire to function as a peer counselor.

Use. The pretesting exercise is appropriate to use with persons of school age or older. The "Your Reason for Training" exercise is appropriate for any age group.

Exercise 1.1

Name _____

Date _____ Hour _____

PRETESTING YOURSELF
COMMUNICATIONS EXERCISE

A helpful person is one who is getting along with himself/herself and one who is genuine (not phony) when talking with others. When talking with other people, a helpful person is understanding of and respects the feelings of others. A helpful person seems very confident and all actions are very natural. A helpful person can make adjustments easily to many different kinds of people and still be capable of letting individuals know his/her feelings at the right time.

GOALS:

In this exercise you will learn

1. to establish your personal interest in the training program.

2. to commit yourself to participate, if you want to do so, as trainee in peer counseling.

DIRECTIONS FOR STATEMENTS 1 THROUGH 5

1. Wait until the trainer instructs you to complete the material in Module 1. The following pages contain five statements which you are to assume are made to you by other persons.

2. Rate each of the four responses given to the statement in order of the response's helpfulness. A rating of "low (L)" means no help, a rating of "medium (M)" means some help, and a rating of "high (H)" means a high degree of help.

RATING SCALE FOR RESPONSES

High (H) Response: The response is extremely helpful and meets all the conditions described in a helpful response.

Medium (M) Response: The response is of some help to another person.

Low (L) Response: The response is not helpful to another person.

Exercise 1.1 (Continued)

EXERCISE

Statement 1

"My parents won't let me go over there at night. They say that I'll get into trouble if I hang around with those kids."

Responses for Statement 1

_____1a. What have you done that makes your parents not trust you?

_____1b. What they don't know won't hurt them. Your mistake is telling them too much about what you do.

_____1c. It's hard sometimes to accept your parents' ideas on things.

_____1d. It is upsetting because your parents won't let you be with the kids. It's like they don't trust your judgment.

Statement 2

"Those snobs won't ask me . . . they think they are better than me . . . who needs 'em anyhow."

Responses for Statement 2

_____2a. Why don't you stop pouting about it and find somebody else.

_____2b. It makes you mad to think that others think you're not good enough to be with them.

_____2c. You'd like to be involved with them but they show no interest, it makes you wonder about really what to do.

_____2d. That's the approach I take with stuck-up people . . . just get as far away as I can.

Statement 3

"My grades are horrible. My parents have grounded me for a month, and I've lost my allowance. I don't know what else could go wrong."

Exercise 1.1 (Continued) Name _____

Date _____ Hour _____

Responses for Statement 3

_____3a. This predicament has you feeling so low it makes you wonder if anything else could go wrong.

_____3b. Don't worry, there's always something worse to come along.

_____3c. I know what you mean. I've had that same thing happen to me. You feel just like everything is sour at once.

_____3d. Quit feeling sorry for yourself. It won't help a lot.

Statement 4

"I try so hard to be good in P.E. but I get so embarrassed because I can't play football.

Responses for Statement 4

_____4a. Sometimes you just have to face the idea that you can't be good in football.

_____4b. Sometimes it's hard to feel like you're good in football even though you do your best.

_____4c. Why don't you try to get out of P.E.?

_____4d. What have you done to learn to play football?

Statement 5

"I have some new friends that my parents don't like because of their long hair, but my parents really don't know them."

Responses for Statement 5

_____5a. What have you done that makes your parents not like your friends?

_____5b. Why don't you go along with your parents and find new friends?

_____5c. It makes you feel that your parents don't trust you to choose new friends.

_____5d. You should go ahead and be friends anyway.

Exercise 1.1 (Continued)
DIRECTIONS FOR STATEMENTS 6 THROUGH 10

For each of the five statements to follow, write what you consider would be a helpful response to the person if the statement was made to you.

Statement 6

"I should have kept my mouth shut. My friend promised she would not mention it to anyone and now the whole school knows. I would really like to beat her up."

Write what you would say:

Statement 7

"I really hate this school. My other school I went to last year was so great, and now I feel like I don't even want to come to school."

Write what you would say:

Statement 8

"I really don't like to share a room with my brother. He is so messy and inconsiderate of me."

Write what you would say:

Statement 9

"I really hate my first-hour teacher. He says I can't pass his class. I sure would like to get out of his class."

Write what you would say:

Statement 10

"I wish Mom would leave me alone and let me do what I want to do. She always has to give me the third degree when I want to go somewhere."

Write what you would say:

Exercise 1.2

Name _____

Date _____ Hour _____

YOUR REASON FOR TRAINING

GOAL

In this exercise you will be able to examine your personal reasons for learning peer counseling skills.

DIRECTIONS

1. Please write your responses to the three questions.
2. Turn the sheet in to trainer when exercise is completed.

EXERCISE

1. In what type of situations do you plan to use the skills in communications and leadership training?

2. How could the skills fit into your personal life?

3. What reasons did you have for joining this training group?

MODULE II
Introduction
To The
Program

MODULE 2

INTRODUCTION TO THE PROGRAM

The initial session of the Peer Counseling Training Program provided opportunity for a look at self. The second session of the program provides for you, as trainees, to gain knowledge of one another.

Because you as trainees will be spending much time together for the next several weeks, benefits could be gained by getting to know one another early in the program. Early acquaintance of participants among one another will allow for comfortable interchange as the activities proceed from session to session.

As a trainee, you will participate in the "Knowing Others" exercise and you will begin to develop listening behaviors as you relate information to one another. Information shared in the initial interchange will serve as an understanding base between you and other trainees.

In this module you as a trainee will serve as a listener and reverse roles to serve as the individual who shares information. Understanding among participants begins with this session.

Use. This "Knowing Others" may be used for older youth and adults and the "Sharing about Myself" can be used with younger people, fifth and sixth grade level, and older persons.

Exercise 2.1

Name _____

Date _____ Hour _____

KNOWING OTHERS

Since we will be spending several hours together, we will benefit by getting to know each other as soon as possible. The following are directions for the group to follow during the introduction game.

GOALS

In this exercise you will learn

1. names of the people in the training group.
2. to develop your listening behaviors.
3. to understand how to relate to others.

DIRECTIONS

1. Select a partner (select someone whom you don't already know or know well). One of you serves as the listener and the other tells about himself/herself. Each one of you talks for about three minutes, sharing information about yourself such as your hobbies, things that you like doing, things that bug you, what you are trying to change in yourself, family information, and so forth. The listener may ask questions at any time. Change roles so that you serve both as a listener and as the person who is sharing information about himself/herself.

2. After completing activities in Direction No. 1, introduce your partner. When speaking stand directly behind the person being introduced and place both hands on the other person's shoulders. The person being introduced will remain seated and silent. You may wish to give the introduction in first person form. (i.e., "My name is" rather than "His name is" or "Her name is.") This process will create some interesting awareness with regard to listening needs.

3. After all introductions, write responses to the questions in the exercise or discuss them with the total group.

Exercise 2.1 (continued)

EXERCISE

1. How did you feel about being introduced by someone else?

2. How did you feel introducing someone else?

3. What did you learn about other group members?

4. What did you learn about yourself?

5. What are your feelings about the group members?

Exercise 2.2

(Alternative to Exercise 2.1)

Name _____

Date _____ Hour _____

SHARING ABOUT MYSELF

Because we will be spending much time together, this activity will help us to know each other better.

GOALS

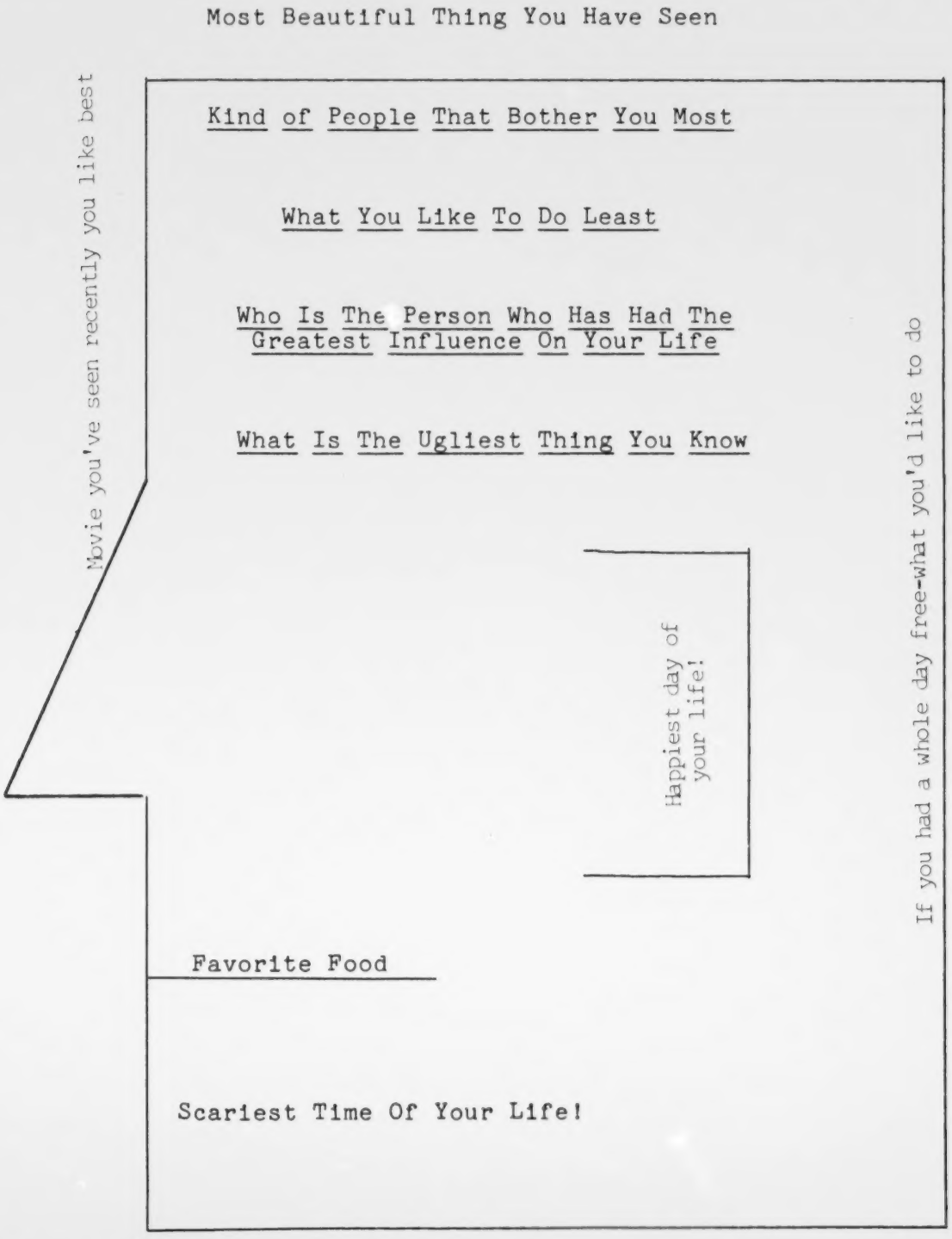
In this exercise you will learn

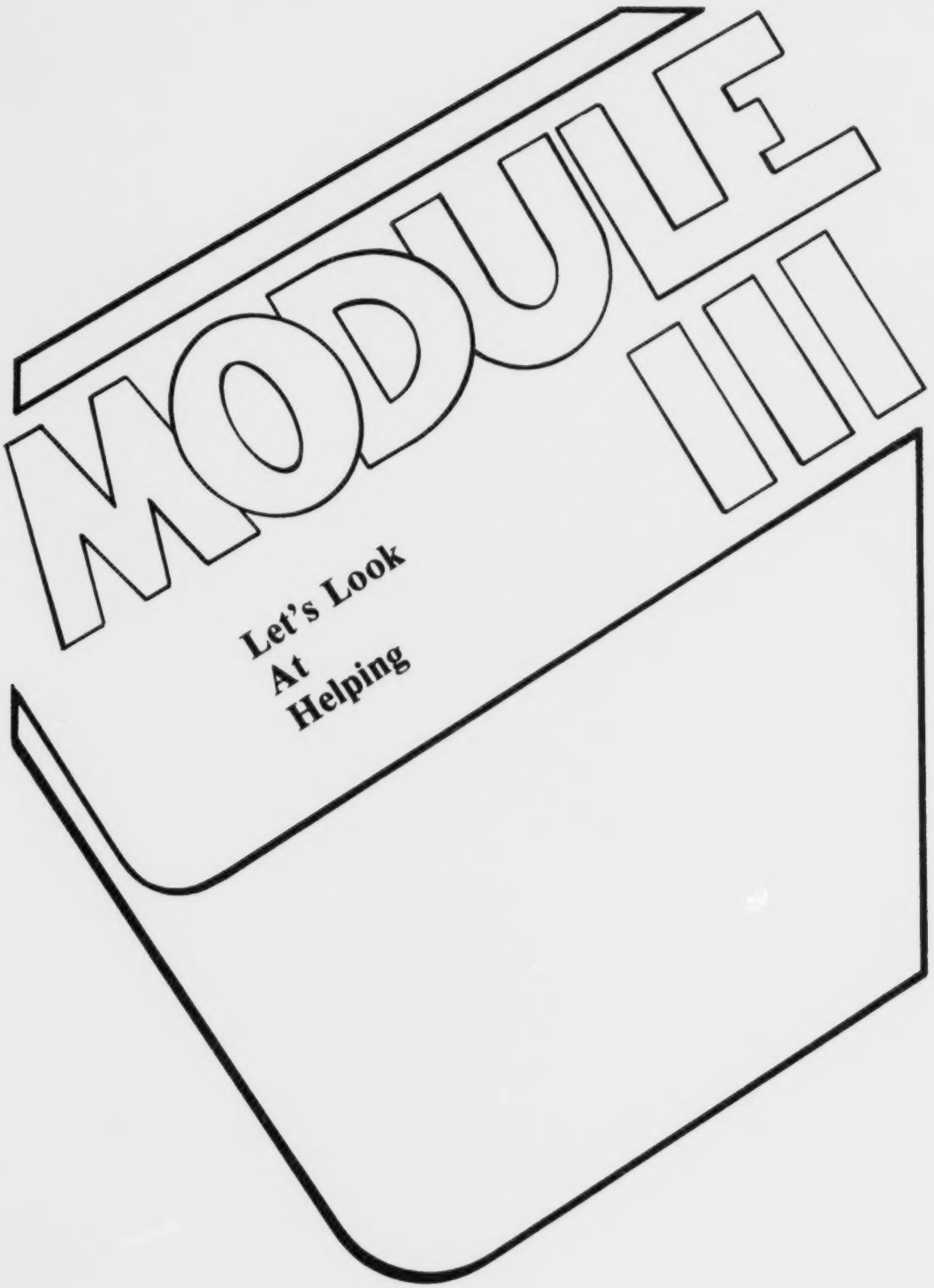
1. names of the people in the training group.
2. things about others in the group.
3. development of listening skills.

DIRECTIONS

1. Supply the information requested on the following form on the back side of this sheet.
2. Share the information with the group when the leader requests you to do so. Ask questions of others to clarify as they share this information.

Exercise 2.2 (continued)


Most Beautiful Thing You Have Seen
Movie you've seen recently you like best
Kind of People That Bother You Most
What You Like To Do Least
Who Is The Person Who Has Had The Greatest Influence On Your Life
What Is The Ugliest Thing You Know
Happiest day of your life!
If you had a whole day free-what you'd like to do
Favorite Food
Scariest Time Of Your Life!


MODULE III
Let's Look
At
Helping

MODULE 3

LET'S LOOK AT HELPING

Helping involves others. This module is designed to increase your awareness of several characteristics of the helping process. In this module you, the trainee, will explore certain behaviors that make a much better helper.

To establish a measurement of your ability to be a helper, you will identify behaviors of helping that you like or dislike in other people.

Then you will identify similar behaviors of your own and become aware of effective and ineffective helping behaviors.

You will identify persons who have come to you with a problem and identify the behaviors you exhibited as you listened and helped these individuals. You will discuss with the other trainees your interactions with persons who came to you. Through the discussion you will be able to establish how you succeed as a helper.

Use. Exercises 3.1 and 3.2 can be used with high school age and older trainees.

Exercise 3.1

Name _____

Date _____ Hour _____

EXPLORING HELPING BEHAVIORS

Certain behaviors make one a much better helper. Relating to others who help me involves such characteristics as how well others listen to me, give attention to me, are honest, and so forth. In order for you to become aware of how you relate to others in a helping role, let's observe behaviors of others.

GOALS

In this exercise you will learn

1. to become aware of helping behaviors that you like of others or of helping behaviors that you dislike.
2. to become aware of effective and ineffective behaviors.

DIRECTIONS

1. Before the next meeting of your training group, please list on the next page three people with whom you enjoyed talking and sharing problems.
2. Under the name of each person listed, place a check mark beside the skills and personal behavior characteristics liked in each person.
3. Be prepared to discuss in the group training session the reasons for your check marks being placed where you put them.
4. Try to brainstorm all the behaviors that seem to be helpful to you.

Exercise 3.1 (Continued)

EXERCISE

People with whom I shared my problems	_____	_____	_____
Paid attention to me (looked at me)	_____	_____	_____
Seemed to hear me	_____	_____	_____
I can trust the person to keep a secret	_____	_____	_____
Didn't joke about my problem	_____	_____	_____
Was honest with me about my problem	_____	_____	_____
The person was open in describing own feelings	_____	_____	_____
Understood what I said	_____	_____	_____

Other characteristics I liked (please list)

_____	_____	_____	_____
_____	_____	_____	_____

DIRECTIONS

In the space provided below describe behaviors, both verbal and nonverbal, that are important for you to do as a good listener.

Exercise 3.2

Name _____

Date _____ Hour _____

HOW DO I HELP?

You as a helper to others will be effective as you display behavior characteristics liked by others. Let's look at you as you relate to others in a helping role by completing the following exercise.

GOALS

In this exercise you will learn

1. to become aware of your helping characteristics that others like.
2. to recognize characteristics of behaviors that are effective and ineffective in helping others.

DIRECTIONS

1. Before the next meeting of your training group, identify on the next page people that come to you with a problem.
2. Place a check mark beside those behaviors you used with each person identified.
3. Be prepared to discuss reasons you placed check marks where you did.
4. Analyze your check marks for Exercises 3.1 and 3.2 to determine what you consider to be effective helping behaviors.

Exercise 3.2 (Continued)

EXERCISE

Names of persons coming to you with a problem _____ _____

My Behaviors

I looked at them _____ _____

I attempted to understand problem completely _____ _____

I let them know I understood _____ _____

I reported my feelings honestly _____ _____

I helped them find solutions _____ _____

I considered problem seriously _____ _____

Other behaviors (please list):

_____ _____ _____

_____ _____ _____

When people came to me with a problem, I interacted with them by (please describe):

Exercise 3.3

Name _____

Date _____ Hour _____

PRACTICE IN HELPING

An important way to learn helpful behaviors is to start using them in the training group with others who also are learning and wanting to practice. This activity will be fun as you begin looking at helping behaviors.

GOALS

In this exercise you will learn

1. to practice helping behavior.
2. to give feedback concerning helping behavior.

DIRECTIONS A

1. Divide into clusters of three.
2. Have the helpee discuss an issue for two to three minutes; have another person provide the listener feedback.
3. As feedback provider, use the checksheet on the next page to mark the listener's behaviors. Use your notes after the discussion as you provide feedback to the listeners.
4. Change roles and repeat direction number 2.
5. Change roles again so that each of you have been a helpee (discussant), a listener, and a feedback provider.
6. Discuss the experience in the total group.

Exercise 3.3 (Continued)

LISTENER'S BEHAVIORS

DIRECTIONS B

1. When you serve in the feedback provider role, please check those behaviors you observed in the listener.

   _____ Looked at person with problem.

   _____ Attempted to understand problem.

   _____ Let the other person know he/she was understood.

   _____ Reported honest feelings.

   _____ Helped to find a solution.

   _____ Treated problem seriously.

   Other(s) _____

   _____

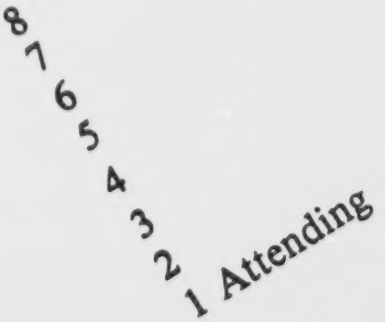
   _____

   _____

2. After the helpee (discussant) and listener have finished, provide feedback to the listener as to behaviors you observed.

MODULE IV

Attending
The First Skill
In Peer Counseling



MODULE **4**

ATTENDING SKILL

One of the basic skills of listening and responding taught in the Peer Counselor Training program is *attending* behavior. **Attending skill communicates through using positive nonverbal signals the message that the helper is giving his/her undivided attention to the helpee.**

Often our nonverbal signals give us away. Individuals communicate by tone of voice, eye contact, posture, and body movements. How we posture ourselves is a critical part of attending physically. Our physical

posture communicates our readiness to respond to the other person's needs. These nonverbal signals give the impression that we are really listening in an attending way, only pretending that we are listening when we are not listening at all.

One easily recognizes when persons are not listening because they are obviously engaged in another activity. Sometimes individuals may be responding to us, but their nonverbal behavior says that they are a million miles away.

ATTENDING SAYS "YOU ARE IMPORTANT"

The need for attention is a very real one: as tangible as is the need for food, for water, for shelter. Receiving attention from others is a form of reassurance. When we pay attention to another person we are **in effect saying to that person, "You are real, you are important, you are here."**

As a helping skill, attending involves various related processes. Perhaps above all, those wishing to help others must be able to attend physically. They must communicate in physical terms a desire to help individuals with whom they are working. Attending physically may involve the helper in one or more specific activities.

POSTURING

We communicate a great deal about our moods and attitudes through our postures. A couple listening to a symphony orchestra may lean back in their seats with their eyes closed; their posture indicates relaxation and absorption at the same time. But the interviewer who assumes the same posture when talking to an applicant about a job is signaling boredom and a lack of concern. This **physical inclination of the body can signal a willingness to help**—or a mental inclination that signals something entirely different.

MOVING

Another way that you can communicate helpful interest is through movement. The effect of a particular movement may be determined by the context in which it occurs. A drill sergeant advancing on a platoon of recruits may seem to his/her recruits to be threatening. In most other contexts, however, certainly in most helping situations, movement toward the individual will signal your increased interest and attention. By the same token, the movement may be away from the person whom you are helping and thus may signal disinterest.

HOLDING

Holding, touching, and simple physical contact can sometimes communicate a depth and intensity of concern when other modes of communication do not work. Holding is the most fundamental mode of attending. As such, it is not, of course, appropriate to all helping situations. For one thing, physical contact of this sort is frequently associated with sexuality. And even if the person were "together" enough to be untroubled, there would always be the chance that the person would be confused rather than comforted by such physical contact.

NOURISHING

Imagine a person sitting in a restaurant looking sad and depressed. Another person comes up to the individual and says, "Take this cup of coffee with sugar, you'll feel better." The common denominator is nourishment—one person's attending another by providing food or drink or shelter. **In helping situations, providing nourishment may be done in physical and/or symbolic fashion.**

Posturing, moving, holding, and nourishing are all ways in which we may communicate that we are attending physically. Physical attentiveness by itself, however, is not enough. We all probably have had the

experience of talking to individuals who seemed to be attending, only to find out later that they had actually missed most of what we said. And in fairness, are not most of us adept at giving the appearance of attentiveness while our minds are actually far away? Attending physically is not enough. We must attend psychologically as well. In addition to exhibiting attentive patterns of physical behavior, we also must focus on the behavior and comments of those persons being helped. When we attend psychologically as well as physically we may best be described as communicating to the person as "hovering attentiveness." This can be accomplished in a number of different ways.

MAINTAINING EYE CONTACT

In the first place we must **recognize the importance of eye contact.** Our vision is perhaps our most important sense. We have all had the experience of talking to individuals who do not meet our gaze directly; we cannot tell whether they are listening to us or not. When we look directly into other persons' eyes, we let them know that we are giving them our full, undivided attention. This method of attending psychologically says to them: "I am here. I am aware of you. I care." To maintain eye contact does not mean staring at someone. Staring is too much eye contact!

OBSERVING AND LISTENING

Another method of attending psychologically involves observing. When we pay full attention to other persons, we take in a great deal of information about them because we are observing their behavior. For example, individuals who claim to be totally relaxed and yet chain-smoke one cigarette after another are exhibiting behavior at odds with their stated feelings.

ATTENDING SKILL

Attending skill is extremely important in your day-to-day interaction with people. Often our thoughts and feelings affect our nonverbal behavior. When we posture ourselves for our own comfort and convenience we tend to think of ourselves; when we posture ourselves to attend to others we tend to think of them.

Often, if we are having certain thoughts, our nonverbal behavior is a giveaway. It is important and useful for all ages to learn this skill.

In helping young babies a helpful procedure is to hold and coddle them; they learn through physical contact that people care. As we grow older, physical contact is not as much a part of our interaction, but we still are quite aware of physical reaction. To learn the value of and the circumstances under which to use physical contact is useful for all ages.

An important behavior for a peer helper to learn is to send positive nonverbal signals. This first module on attending skill will make you aware of the importance of attending behavior and then will give you exercises to practice this skill.

Use. This module can be used for all age groups.

Exercise 4.1

Name _____

Date _____ Hour _____

ATTENDING SKILL
EXAMPLES OF NONVERBAL COMMUNICATION BEHAVIORS

GOAL

In this exercise you will learn to recognize effective and ineffective nonverbal attending skills.

DIRECTIONS

1. Before the next meeting of your training group, complete the information requested on this exercise.

2. Under each of the headings, write your examples of nonverbal communication behaviors in the spaces provided.

3. For each example you write, identify whether you consider the behavior as effective (E) or ineffective (I). An example is provided for each heading. The "warm" examples are generally effective (E) and the "cold" examples are often ineffective (I).

EXERCISE

1. Time

Examples:

Promptness in recognizing the presence of another (E).
Delay in recognizing the presence of another (I).

a.

b.

2. Behaviors Using Body Language

a. Eye Contact

Examples: Warm--looking into another's eyes (E).
Cold--avoid looking at another (I).

(1)
(2)
(3)
(4)

b. Skin

Examples: Blushing (I)
Goosebumps (I)

(1) (3)
(2) (4)

c. Posture

Examples: Warm--eager, lean toward (E)
Cold--lean away (I), tense (I), hanging head (I), slouching (I)

(1) (3)
(2) (4)

d. Facial Expressions

Examples: Warm--smiling (E), interested (E)
Cold--frowning (I), disinterested (I)

(1) (3)
(2) (4)

e. Signs of Nervousness or Restlessness

Examples: Tapping fingers (I)
Biting nails (I)

(1) (3)
(2) (4)

f. Nonverbal Commands

Example: Holding finger to lips for silence (I)

(1) (3)
(2) (4)

3. Voice Inflections

a. Tone of Voice

Examples: Warm--soft (E)
Cold--hard (I)

(1) (2)

Exercise 4.1 (Continued)

Name _____

Date _____ Hour _____

b. Rate of Speech

Example: Fast (I)

(1) (2)

c. Loudness of Voice

Examples: Soft (E)

(1) (2)

d. Diction

Examples: Slurred (I)
Precise (E)

(1) (2)

Exercise 4.2

Name _____

Date _____ Hour _____

BECOMING AWARE OF MY ATTENDING BEHAVIOR

GOAL

To become aware of effective and ineffective nonverbal behavior.

DIRECTIONS

1. Work with a partner and consciously avoid attending the partner by not looking at the person, by doing other things--for example, by looking away while he/she is talking. Do this for a few minutes and then exchange roles.

2. Discuss with the total group how it felt to "not be attended to."

3. Work with the same partner; this time attend minimally to the partner and look at the person while your mind thinks of other things. Do this for a few minutes and then exchange roles.

4. Discuss with the total group your feelings concerning someone's minimally attending to you.

5. Now please attend completely to your partner. Through your posture, eye contact, and nonverbal behavior attend completely to the other person. Stick with this activity for a few minutes and then exchange partners.

6. Discuss how it felt to be attended to completely.

Exercise 4.3

Name _____

Date _____ Hour _____

REACTION TO ATTENDING
AWARENESS ACTIVITY

GOAL

In this exercise you will gain a better "feel" for what happens as a result of different attending activities by other to self (you).

DIRECTIONS

As a result of your experiences today please write a short reaction to the activity.

1. How did it feel to "not be attended to?"

2. Has this ever happened to you? When?

3. How did it feel to be attended to minimally?

4. How did it feel to have someone attend completely to you?

5. When can you remember others' attending that closely to you?

Exercise 4.4

Name _____

Date _____ Hour _____

BECOMING AWARE OF OTHERS' NONVERBAL BEHAVIOR

To become alert to the nonverbal behavior of others, you must use all of your resources. You must use your senses, particularly your eyes. You must look for signals from other individuals. These signals will tell you if they are upset, happy, or are feeling other emotions. During that exercise, you will practice tuning in on the nonverbal behavior of others.

GOAL

During this exercise you will learn how to become alert to the nonverbal behavior of others.

DIRECTIONS

1. Select a partner and work as a team.
2. Assume roles as helper (one of the partners) and helpee (other partner). One of the two partners plays the role of the helpee; the other partner plays the role of the helper.
3. Play the role without talking. The persons playing the role of the helper should observe changes in the nonverbal behavior of the other. Look at the changes in color of skin, facial mannerisms, etc. Keep these changes in mind to share later.
4. As helpee, think the following thoughts:
   a. About something in your life that made you very happy. Try to imagine clearly the incident (1 minute).
   b. About something in your life that was very painful (1 minute).
   c. About something in your life of which you felt proud (1 minute).
5. As helper, describe to the helpee changes that were seen in nonverbal behavior. The helper might want to guess what the changes were.

Exercise 4.5

Name _____

Date _____ Hour _____

ATTENDING SKILL
RATING THE HELPER

Beginning with this exercise, you will practice and receive feedback (information on how one or more other persons saw you do) on each of the basic communication skills.

During the practice sessions you will work with two other persons. In this triad each person will serve as helper, helpee, and rater.

As you practice, another member of your cluster (term used when you are in small groups of two to four people) will give you feedback on the quality of your response when you serve in the role as helper.

You will rate others in your cluster as they serve as helpers. The following ratings are to be used for feedback to the helper. The ratings will be recorded on a Rating Flow Sheet.

GOAL

In this exercise you will learn how to evaluate the quality of attending skills in verbal and nonverbal behaviors.

RATING SCALE FOR ATTENDING BEHAVIORS

The terms High, Medium, and Low will be used to identify the quality of helpee's attending behaviors. The following statements are definitions of high, medium, and low levels of attending behaviors.

High (H) Response: Helper looked at helpee, looked interested, posture was good, leaned forward with square shoulders, voice tone good, and had eye contact each of which was present all of the time.

Medium (M) Response: Helper exhibited high attending behaviors at least part of the time.

Low (L) Response: Helper did not exhibit high attending behavior and seldom, if ever, looked at the helpee.

Exercise 4.5 (Continued)

ATTENDING SKILL: RATING FLOW SHEET

DIRECTIONS

1. Helpee presents a problem to which the helper responds.
2. Make three helpee/helper interchanges for one problem.
3. Rate each helper's response.

   Example: Person A (Helpee) states a concern. Person B (Helper) responds by using attending skills. The rater (Person C) will check High, Medium, or Low on the flow sheet for each helper response. The rater then gives feedback.

4. Change roles so that all members of a cluster can be helpee, helper, and rater.

EXERCISE

1. Helper Number 1 Responses

	High	Medium	Low
Response #1	_____	_____	_____
Response #2	_____	_____	_____
Response #3	_____	_____	_____

2. Helper Number 2 Responses

	High	Medium	Low
Response #1	_____	_____	_____
Response #2	_____	_____	_____
Response #3	_____	_____	_____

3. Helper Number 3 Responses

	High	Medium	Low
Response #1	_____	_____	_____
Response #2	_____	_____	_____
Response #3	_____	_____	_____

MODULE V
Communication
Stoppers

MODULE 5

COMMUNICATION STOPPERS

In day-to-day living we have a desire to express our problems, needs, and wants. During that time we want and need to be heard and understood by others. Because of our need to talk out our problems, we seek out people we think can help. Those people we ask to help usually are willing to try but often they do not have those skills needed to assist effectively. Few people have learned good helping skills, and as a result, they respond in ways that meet their own needs but which often are different from needs of those they are trying to help. Consequently, people

who are trying to help behave in ways that satisfy their needs but frequently leave the person they are trying to help frustrated and unsatisfied. As a result, they respond to our pleas for help with behaviors that they have learned randomly by just being around other people. Several "helpful" behaviors that many people use when asked to be a helper have become common and expected expressions.

Recently, research has been designed to study just how effective these "helpful" behaviors really are in their ability to assist people. Surprisingly, these studies have found that those behaviors are not helpful, and in fact, often are quite harmful both to the helper and the helpee.

Our firm belief is that everyone can learn to communicate better. Specific techniques, if used, will most certainly improve your ability to "give and receive information." A first step is to be aware of some communication stoppers that we may all use at one time or another. We shall identify some common communication stoppers in exercises within this module.

In Module 5 the exercises show how often used so called "helping" behaviors really are not helping. Thus, you can recognize and eliminate the undesirable ones. This recognition is needed before other effective behaviors can be learned. These **ineffective "helping" behaviors are what we call *communication stoppers.***

Communication stoppers are helper behaviors, which although they appear to be helpful, are really responses that are negative in effect and retard helpful interpersonal relationships.

Communication stoppers, regardless of words used, all send an undesirable message to the helpee. In this module are shown those messages and why they are not helping behaviors. All communication stoppers have the following qualities in common:

- Each communication stopper is a "put down" to the helpee in some way.

- Each communication stopper is ineffective in its ability to solve problems or help the helpee to feel better.

- Each communication stopper makes the relationship worse by causing the helpee to close off from the helper or to cause the helpee to withdraw from further exploration of the concern.

- Each communication stopper causes separation of people rather than closeness.

As helpers, avoid words that stop communication. The following two exercises will alert you to some frequently used phrases that interfere with a helping process. Those stoppers listed obviously are not a complete list but are the more common or destructive ones. An awareness of these and other stoppers will help you recognize what phrases to avoid in relating to others.

The goal of peer counselor training is to teach you phrases that encourage others to communicate to you in a meaningful way. By avoiding communication stoppers your chances of being an effective listener is increased.

Use. This exercise can best be used with high school and older students.

Exercise 5.1

Name _____

Date _____ Hour _____

COMMUNICATION STOPPERS
EXERCISE

GOAL

In this exercise you will learn to identify communications that are not helpful.

DIRECTIONS

1. Study the definition for each of the eleven communication stoppers.
2. Read the sample statement that illustrates the communication stopper.
3. Think of responses that are examples of communication stoppers.
4. Write in the space provided examples of each behavior that if given in a conversation would produce communication stoppage.

EXERCISE, TERMS, AND DEFINITIONS

1. Directing, ordering: To tell someone to do something in such a manner that gives the other person little or no choice.

   Sample Statements: "Shut the door."

   "Do the dishes."

   Examples:

   1a.

   1b.

Exercise 5.1 (Continued)

2. Warning, threatening: To tell the other person that if the behavior continues, certain consequences will happen.

   Sample Statements: "Stop making fun of me or I'll leave."

   "If you continue drinking, you'll be an alcoholic."

   Examples:

2a.

2b.

3. Moralizing, preaching: To tell someone things they ought to do.

   Sample Statements: "You should be kind to older people."

   "You should make good grades to get ahead."

   Examples:

   3a.

   3b.

4. Persuading, arguing: To try to influence another person with facts, information, and logic.

   Sample Statements: "This paper is better because it has wider lines on it."

   "You should quit smoking because it causes heart problems and respiratory problems."

   Examples:

   4a.

   4b.

Exercise 5.1 (Continued) Name _____

Date _____ Hour _____

5. Advising, recommending: To provide answers for a problem.

Sample Statements: "I recommend that you take algebra."

"I would advise you to take that job because it pays well."

Examples:

5a.

5b.

6. Evaluating, criticizing: To make a negative interpretation of someone's behavior.

Sample Statements: "You walk too slowly."

"You didn't do a good job of picking up your room today."

Examples:

6a.

6b.

7. Praising: To make a positive evaluation of someone's behavior.

Sample Statements: "You smile at the right times."

"You always know the right thing to say in a situation."

Examples:

7a.

7b.

Exercise 5.1 (Continued)

8. Supporting, sympathizing: To try to talk individuals out of their feelings or to deny their feelings.

   Sample Statements: "I've been there; I know how you feel."

   "Your problem is really serious; I can imagine how you feel."

   Examples:

   8a.

   8b.

9. Diagnosing: To analyze persons' behavior and communicate you have figured out their behavior.

   Sample Statements: "You must be high on something because your eyes are red."

   "You must be depressed because you're not eating."

   Examples:

   9a.

   9b.

10. Diverting, bypassing: To change the subject or talking about the problem presented by other individuals.

    Sample Statements: "I know you're upset about your girlfriend, but let me tell you about my car problems."

    "I don't think that grade is that bad; you wouldn't believe the grade I got in that class--an A+!"

    Examples:

    10a.

    10b.

Exercise 5.1 (Continued)

11.	Kidding, teasing:	To try to avoid talking about the problem by laughing or by distracting the individuals you are addressing.
	Sample Statements:	"You're really a top-flight egghead to be taken in by that guy."
		"Let me cheer you and tell you a joke I just heard."
	Examples:	
	11a.	
	11b.	

Exercise 5.2

Name _____

Date _____ Hour _____

IDENTIFYING COMMUNICATION STOPPERS IN CERTAIN RESPONSES

GOAL

In this exercise you will learn to identify communication stoppers in specific responses.

DIRECTIONS

1. Refer to the list of communications stoppers in Exercise 5.1 and review the eleven different kinds of stoppers.
2. Decide what kind of stopper is being used in each example shown on the next page.
3. Write the number of the communication stopper from Exercise 5.1 on the line preceeding each example on the next page to show the corresponding kind (terminology) of communication stopper which has been used.

EXERCISE

_____ 1. "Girls that cry are just 'babies;' come on you don't want to be a baby--the tears are going to cause a flood."

_____ 2. "I know you have a problem with your girlfriend, but let me tell you about my girlfriend, she is super and considerate."

_____ 3. "When you come in with those watery eyes, I think you must have been smoking pot."

_____ 4. "I feel so sorry for you that you can't learn math, you are really in bad shape, poor you . . ."

_____ 5. "You are the greatest artist in the whole world. Your picture is beautiful. You should get an A+."

Exercise 5.2 (Continued)

_____ 6. "You dummy, why can't you figure out your English. Speaking is so simple, and you are really stupid not to understand it."

_____ 7. "I definitely would advise you to take career math because you don't like math and have never done well in math."

_____ 8. "You should clean your room because of the following reasons: a. So it will look better, b. Cleanliness is important, c. I like it, and so forth."

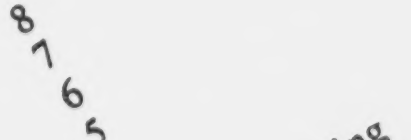
_____ 9. "You should stop smoking because it is so bad for your health. You will probably have cancer by the time you are twenty."

_____ 10. "If you come in late tomorrow, you will be grounded for a month."

_____ 11. "Do your work!!"

MODULE VI

Empathy
The Second Skill
In Peer Counseling



MODULE **6**

EMPATHY SKILL

The basic communication skill that you are going to learn in this module is called ***empathy.*** This word sounds much like sympathy, and both words have to do with how people relate to each other, but they are very different in their effect. **Empathy means understanding other individuals so completely that their surface feelings and even their deeper feelings, thoughts, and motives are easily comprehended.** Sympathy means having pity or sorrow for the distress of other persons. For the

most part, empathy assists individuals to grow; sympathy causes individuals to feel hopeless and belittled. Empathy is a word that we use when we are hearing or understanding another person. Empathy involves crawling inside other individuals and seeing the world through their eyes. Empathy involves experiencing the world of other individuals as if you were they. This module is concerned with teaching empathy and ways in which you can identify and communicate empathic responses when in a helping relationship with others.

Empathy is the most significant ingredient in relating with individuals generally, but it is vital when you are in the role of a helper. Research has shown over and over again that the quality of empathy is central to any theory that proposes to help people. When talking about empathy, many researchers use in their theories words such as warmth, compassion, and understanding or words that have similar meanings. The words are used to communicate understanding feelings, thoughts, and motives of others. The ability to understand others' feelings is crucial to helper effectiveness. In addition, through research has been found that the ability to communicate empathy is teachable and that most people, through effective training, can learn to be more empathic. Really effective listening skill must be learned. We are not born with this skill. We have plenty of evidence for this in the frequency of misunderstanding between human beings. And yet with some people we feel that we're on the same wave length. As with all skills, however, some individuals are better than others with the same or similar skill-building experiences. The same will be true with empathy training. Some trainees will be better at learning and using these skills than others, but this does not mean that those who master the skills more quickly are better persons than those who don't do as well. Whatever level of skill you reach will help you in your relationships with others, and it will help you to understand yourself better.

Because empathizing is a skill that you can learn, it can be taught in the same way that other skills such as playing the piano, playing football, and skating are taught—one step at a time. Therefore in this module as well as others, the skill will be introduced gradually so that you can master one part of the skill before proceeding to the next part. When you are asked to do a simple task that seems mechanical, understand that these tasks are the basic fundamental behaviors that need to be learned to develop the skill of communicating understanding (empathy). These nine exercises within this Empathy Skill Module are composed of the basic ingredients of empathy, and when put together they will enable you to respond smoothly and accurately to feelings of others. As your empathy

skill is developed, individuals will want to talk to you about their problems more frequently. An additional benefit of training is that you will feel better about yourself. You will tend to become more effective and stronger in your relationships with others.

Several steps are involved in the teaching of empathy, and each needs to be learned in sequence before skills related to empathy can be mastered. Empathy includes *discrimination* and *response.* **Discrimination is the ability to separate effective and facilitative empathic communication from ineffective and/or destructive responses. Response is feeding back accurately the feelings and meanings.** The first session in this module will concern your ability to hear well enough that which individuals are saying to repeat it word for word. In this way helpees know for certain that you have heard them. To repeat helpees' statements word for word would be ridiculous, so the next step once word-for-word repetitions have been mastered is to respond by saying accurately what the helpee has said but in your own words. **This process is called paraphrasing and requires the ability to feed back to the helpees an accurate understanding of their feelings and/or meaning.** When paraphrasing is done well, you begin to understand how other persons feel about their situation, and that understanding is communicated to them. As you practice hearing accurately feelings and meanings of their statements and are able to paraphrase these feelings back to helpees, a more complete understanding of their concerns will take place. This new understanding is an expression of accurate empathy.

How can repeating or paraphrasing in response to individuals what they have said be helpful? In the first place, by paraphrasing you will be telling helpees that you are listening to them well enough to understand their feelings. This does not mean that you simply parrot back what they have said. This relationship in itself is so unusual that it imparts good feelings to the persons with the concern. Secondly, when their own thoughts and feelings are fed back to individuals they sound differently, and this difference increases individuals' understanding of the way they feel. So **emphatic helper responses enable helpees to get a more complete picture or understanding of their feelings.** When you increase the understanding of a problem you increase your ability to deal with it more effectively. For this reason the ability to empathize with others is more helpful initially than any other response. The basis of all effective helping is empathy, and empathy is the foundation of other skills that you will be learning later in your training. When you master the empathy skill, you will have progressed a long way toward being an effective helper.

Use. This skill can be learned effectively by all ages, and we find that younger participants find it easier to learn "responding to feeling" than do older individuals. For that reason we have spent some time teaching skills of listening for feelings. The empathy skill is one of the most effective skills in helping other persons. The skill can be used with peers listening to other peers, teenagers listening to parents or teachers, friends who are in a crisis, and support groups.

Exercise 6.1

Name _____

Date _____ Hour _____

EMPATHY SKILL
DISCRIMINATING AND RESPONDING BY PARAPHRASING

In this exercise you are to practice responding by paraphrasing. As a helper when you use paraphrasing, you attempt to

1. check your own listening to make sure you as helper heard the right meaning.

2. focus on the exact meaning of the helpee.

3. convey to the helpee that you are trying to understand what he/she is saying.

4. enable the helpee to know he/she is understood.

Paraphrasing helps concentrate on the content of the message being sent. Basically, the helper attempts to feed back to the helpee the essence of what the helpee has just said. Paraphrasing helps clarify confusing content, brings together a number of comments, and highlights issues by stating them more simply.

An illustration of a statement by a helpee and a paraphrased response by the helper is as follows:

Helpee: "I really don't know where to start."

Helper: "You don't quite know how to begin."

GOALS

In this exercise you will learn

1. empathic behavior through the use of discrimination and communication.

2. the skill of perceiving the meanings of what is said and feelings expressed by peers.

3. to communicate accurately feelings and understanding.

4. to rate the helper's ability in paraphrasing words and to rate paraphrasing behaviors.

5. to paraphrase the helpee's concerns without changing the meanings of those concerns as expressed and felt by the helpee.

Exercise 6.1 (continued)

DIRECTIONS

Please write a paraphrasing response for each of the following helpee statements that is illustrative of how you as a helper might respond.

EXERCISE

1. Helper: "I don't know what to do; sometimes she is nice and sometimes she is mean."

   Helpee:

2. Helpee: "I am really having a hard time getting my parents to trust me, and it makes me so angry every time I go out."

   Helper:

RATING SCALE FOR PARAPHRASING

The terms High, Medium, and Low will be used to identify the level of the helper's paraphrasing. The following responses are definitions of high, medium, and low paraphrase.

High (H) Response:	The helper accurately hears the words expressed by the helpee. Helpee acknowledges that the content heard was correct.
Medium (M) Response:	The helper partially hears the content of the statement.
Low (L) Response:	The helper does not hear what the helpee has said.

Exercise 6.1 (continued) Name _____

Date _____ Hour _____

EXAMPLES OF RESPONSES

Helpee: "I am so tired of getting up every morning and going to school."

High (H) Response: "Getting up every morning and going to school really tires you."

Medium (M) Response: "You don't like getting up in the morning."

(Low)(L) Response: "Do you have your own room?"

DIRECTIONS

1. Form clusters of three when directed to do so by trainer.
2. As the helpee, state a concern to the helper who will restate the verbal message in his/her own words. (Do not try to go beyond the meaning of the actual spoken words.)
3. As the helpee, acknowledge as to whether or not the content of the concern was correctly understood.
4. As the rater, take brief notes during the helpee/helper interchange to facilitate rating and feedback effectiveness.
5. As the rater, rate responses High, Medium, or Low.
6. As the rater, give feedback to the helper.
7. Change roles so that everyone has an opportunity to be rater, helper, and helpee.
8. As the rater, record helpee statement and helper response, if time allows.
9. As the rater, encircle your rating and comment on your reason for the rating.

Exercise 6.1 (Continued)

EXERCISE

1. Helpee Statement:

   Helper Response:

   Rating: High Medium Low

   Comment:

2. Helpee Statement

   Helper Response:

   Rating: High Medium Low

   Comment:

3. Helpee Statement:

   Helper Response:

   Rating: High Medium Low

   Comment:

Exercise 6.2

Name _____

Date _____ Hour _____

EMPATHY SKILL
FEELING WORDS

To capture other individuals' feelings we need to know many feeling words. We need to develop a "feeling" word vocabulary. We must be able to communicate to helpees an understanding of their feelings.

GOALS

In this exercise you will learn

1. feeling words.
2. an increase in your own awareness of feeling words.

DIRECTIONS

Please read the list of feeling words and then practice formulating at least two ways of responding to a situation.

EXAMPLE

Helpee: "I just don't know which way to go."

Helper: "You feel confused."

"You feel lost."

EXERCISE

1. Helpee: "I feel like I'm being pulled both ways."

   Helper: "You feel _____."

   "You feel _____."

2. Helpee: "I am so happy about my A!"

   Helper: "You feel _____."

   "You feel _____."

Exercise 6.2 (continued)

LIST OF FEELING WORDS

embarrassed
nervous
frustrated
grateful
proud
scared
amazed
angry
annoyed
ashamed
guilty
stimulated
pressured
inspired
enthusiastic
lonely
healthy
hurt
energetic
confused
accepted
contented
thrilled
responsible
indebted
overwhelmed
relieved
unique
satisfied
bored

respected
cocky
superior
inferior
weak
strong
restrained
free
envious
defeated
tense
apathetic
sympathetic
sneaky
depressed
down
anxious
proud
happy
clumsy
worthless
stupid
triumphant
joyful
refreshed
foolish
happy
inadequate
boastful
adventuresome

Exercise 6.3

Name _____

Date _____ Hour _____

EMPATHY SKILL
RESPONDING TO FEELINGS

Suggested behaviors to assist you in listening for feelings are as follows:

1. Listen for all the words that express feelings. This action is important if you are to hear all of the meaning.

2. Time your comments. You don't have to reply to every statement.

3. Paraphrase feeling words and meaning, either positive or negative.

GOALS

In this exercise you will learn

1. to understand, as a helper, what the helpee is experiencing.

2. to communicate to the helpee that "I am with you" and "can accurately sense your feelings."

DIRECTIONS

Please write a response for each of the following helpee statements that would be illustrative of what you could say to help the person know you listened and heard the feeling expressed.

EXAMPLE

Helpee: "I really don't know what to do."

Helper: "You feel confused about what to do."

EXERCISE

1. Helpee: "I am really uncertain about what to take next year."

   Helper:

Exercise 6.3 (Continued)

2. Helpee: "It is frustrating when I can't do my math."

   Helper:

3. Helpee: "My brother makes me mad when he teases me."

   Helper:

Exercise 6.4

Name _____

Date _____ Hour _____

EMPATHY SKILL
FEELINGS AND EMOTIONS

Levels of emotions can be expressed by different words with similar meanings. Varying amounts of emotion can be expressed by words. Many words of emotions have similar meanings.

GOALS

In this exercise you will learn

1. the process of using similar words for expressing feelings.
2. to associate meanings of words to be used in paraphrasing ideas.

DIRECTIONS

1. For the words underlined, compare the levels of emotions expressed by the words listed with similar meanings to the underlined words.
2. Mark the amount of emotion expressed by each word on the level scale of six levels from "less strong" to "strong."
3. For some underlined words, add additional words that express similar meanings and then mark the level of emotion on the scale.

Exercise 6.4 (Continued)

EXERCISE

Word	Level of Comparison: Less Strong 1	2	3	4	5	Strong 6
Angry						
Mad	___	___	___	___	___	___
Unhappy	___	___	___	___	___	___
Upset	___	___	___	___	___	___
Furious	___	___	___	___	___	___
Irate	___	___	___	___	___	___
Irritated	___	___	___	___	___	___
Unhappy						
Down	___	___	___	___	___	___
Sad	___	___	___	___	___	___
Depressed	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
Happy						
Excited	___	___	___	___	___	___
Exuberant	___	___	___	___	___	___
High	___	___	___	___	___	___
Good	___	___	___	___	___	___
Great	___	___	___	___	___	___
Super	___	___	___	___	___	___
Pressure						
Squeezed	___	___	___	___	___	___
Nervous	___	___	___	___	___	___
Caught between	___	___	___	___	___	___
Anxious	___	___	___	___	___	___
Confusion						
Wondering	___	___	___	___	___	___
Thinking	___	___	___	___	___	___
Mixed up	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
Tense						
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___

Exercise 6.5

Name _____

Date _____ Hour _____

EMPATHY SKILL
DESCRIBING FEELINGS

This exercise will help you to accumulate and categorize words to use in describing emotions so that you will be accurate in hearing the feelings of another. To be an effective helper, you must be accurate in understanding feelings and spontaneous in responding. This skill involves practice.

Feelings can be in two categories--those that are obvious (surface feelings) and those that are underlying (hidden feelings) or not disclosed by the helpee. A helper to be effective must respond accurately to the hidden feelings of the helpee. At the same time, the helper must be aware of the helpee's surface feelings.

GOALS

In this exercise you will learn

1. to recognize that statements by the helpee often have both hidden and surface feelings present.

2. to respond spontaneously and accurately to the hidden and surface feelings of the helpee.

EXAMPLE

The following is an example of a statement and the feelings present in the statement.

Friend talking to a friend: "I am so mad at myself. It seems like every time I try to do the right thing, I just mess up. It is so hard and frustrating to keep trying."

Surface feelings present: mad, angry, frustrated, defeated, upset.

Hidden feelings present: self pity, feelings of low self-worth, confidence.

Exercise 6.5 (Continued)

DIRECTIONS

1. For Situations 1 and 2, please write on your list as many words as possible that the helpee might be feeling.

2. For Situations 3 and 4, please write both surface feelings and hidden feelings for each statement.

3. Refer to your list of feelings and emotions distributed by the trainer.

4. Be prepared to discuss in the group.

EXERCISE

Situation 1--Teenager talking to a possible employer:

"I was over here yesterday and the day before for an interview about your opening as a waitress, and you weren't here either time. I made an appointment both times, and I don't understand why we can't get together. It makes me feel that you don't want to hire me without even talking to me."

Surface Feelings:

Situation 2--Parent to teenager:

"I am really upset when you don't let me know where you are and then you don't come home until 2 o'clock in the morning. Since you have started driving, I worry about car accidents."

Surface Feelings:

Exercise 6.5 (Continued)

Name _____

Date _____ Hour _____

Situation 3--Student to teacher:

"I realize that I am making an 'F' in your course, but I am really trying hard in the class. Every night I spend a long time trying to figure out how to do the work. It seems like the harder I try, the lower my grades are. What do you suggest I do?"

Surface Feelings:

Hidden Feelings:

Situation 4--Friend to friend:

"Sometimes I think about quitting work. It seems like I'm always tired and never have time for fun. It's hard going to school and working. I wonder if I could get along without the money."

Surface Feelings:

Hidden Feelings:

Exercise 6.6

Name _____

Date _____ Hour _____

EMPATHY SKILL

PARAPHRASING FEELINGS:
RATING THE HELPER

The job of raters is to give constructive information and to provide feedback to helpers. The rater's job is to help helpers to become aware of their communication behaviors. Some characteristics of a helpful rater are.

1. Focus feedback on behavior rather than on the person. Refer to what the helpers do rather than on what you, the rater, imagine that they do.

2. Focus feedback on observations rather than on inferences. Observation refers to what you can see or hear in the behavior of other persons, while inference refers to interpretations and conclusions that you make from what you see and hear.

3. Focus feedback on what is said rather than on what is not said.

4. Rate only those skills taught by the trainer.

GOALS

In this exercise you will learn

1. to rate accurately the helpers' ability to paraphrase feelings.

2. to give helpful information to the helpers and to learn to provide accurate feedback to help them become aware of communication behaviors.

3. to put into words the feelings expressed, to rate those behaviors and then, assuming the role of a helpee, to portray the feelings.

4. to complete the Rating Flow Sheet by assuming each of the three roles--rater, helper, and helpee.

Exercise 6.6 (Continued)

RATING SCALE FOR PARAPHRASING FEELINGS

The terms High, Medium, and Low will be used to identify the level of the helper's paraphrasing of feelings and conditions.

High (H) Response:	The helper accurately responds to the feelings expressed by the helpee.
Medium (M) Response:	The helper responds to the feelings but not with the same degree of intensity as the helpee expressed.
Low (L) Response:	The helper does not respond to the feeings of the helpee.

DIRECTIONS

1. Please read the list of feeling words and then practice formulating at least two ways of responding to a situation.

2. Work together as three trainees fulfilling the roles of helpee, helper, and rater.

3. As the helpee, make a statement concerning something about which you as a helpee feel strongly.

4. As a helper, put into words what the helpee seems to have been feeling as often as is necessary for the helpee to acknowledge that the feelings were understood correctly.

5. Look for nonverbal clues such as physical gestures, voice inflections, hesitations, or emphasis on certain words that identify feelings of the helpee in addition to the words that the helpee uses.

6. As the rater, rate the response of the helper using high, medium, or low.

7. As the rater, give feedback to the helper following each of the helper's comments.

8. Change roles so that everyone has the opportunity to be rater, helper, and helpee.

Exercise 6.6 (Continued) Name _____

Date _____ Hour _____

EXAMPLE

Helpee: "I'm getting so tired of getting up every morning and going to school."

High

Helper Response: "You feel annoyed."

(Accurately expressed feeling.)

* Medium

Helper Response: "You really feel very angry."

(Missed accurate level of feeling.)

* Low

Helper Response: "Getting up for school every morning is boring."

(Missed feeling entirely.)

*These helper responses might be somewhat how the helpee feels and may keep the conversation going, but if the helper responds with a high response, then the helpee may respond in the following manner:

Helpee: "You're right. I'm so annoyed about my first hour class I feel like quitting school."

High

Helper Response: "You feel like just giving up!"

Helpee: "You bet. I can't stand all of those snobs in the class and how the teacher ignores me!"

(Notice how different the helpee's last statement was from the initial statement of the helper.)

PARAPHRASING FEELINGS: RATING FLOW SHEET

A. Helpee Statement:

Helper First Response:

Rating: High Medium Low

Comments:

Exercise 6.6 (Continued)

Name _____

Date _____ Hour _____

Helper Second Response:

Rating: High Medium Low
Comments:

B. Helpee Statement:

Helper First Response:

Rating: High Medium Low

Comments:

Helper Second Response:

Rating: High Medium Low

Comments:

Exercise 6.7

ATTENDING AND EMPATHY
RATING THE HELPER ON ATTENDING AND EMPATHY

You have practiced both attending and empathy (paraphrasing feeling and meaning) skills and now are ready to be rated on how well you as a helper can combine these two skills. You can learn in two ways how to be more efficient in these two skills by (1) observing and rating another helper and (2) by serving as a helper and being rated by another person.

GOALS

In this exercise you will learn to rate the helper on attending and empathy (paraphrasing, feelings, and meaning).

DIRECTIONS

1. Move into triads upon being instructed to do so by the trainer.

2. Rate the helper on attending and empathic behavior using the same rating scale as Exercise 4.1, for rating attending behavior.

3. Phrase your response to fit the following format:

   Helper Response: "You feel (Insert feeling word or words.) because (State condition or meaning for feeling.)"

4. Change roles until everyone has been rater, helper, and helpee.

5. In rating the helper for each response, consider the three separate parts that comprise the empathic responses:

   Feeling Words

   Paraphrasing

   Attending Behaviors

6. As the helper, respond to three helpee statements in a sequence before discussing the ratings.

Exercise 6.7 (Continued)

7. Make alternate statement-response, interchanges between helper and helpee, until the helper has responded three times. Start by the helpee stating a concern.

8. As the helper, respond by paraphrasing feelings and meaning accurately.

9. As the rater, write the feeling word used by the helper and rate the responses for accuracy of feeling and meaning. The rater will give feedback to the helper. Use the Rating Flow Sheet to record your ratings.

10. Change roles until everyone has been rater, helper, and helpee.

11. Be prepared to discuss your ratings.

RATING SCALE FOR EMPATHIC RESPONSE

The following are rating scales of High, Medium, and Low levels of helper response for empathy:

Rate <u>High</u> (H) if the helper:	identified feelings using accurate feeling words.
	paraphrased accurately what was spoken.
	attended by using body languages, gestures, and nonverbal cues that showed interest.
Rate <u>Medium</u> (M) if the helper:	identified feelings but not too accurately.
	paraphrased but without the full meaning coming through.
	showed interest in a minimal amount of nonverbal cues.
Rate <u>Low</u> (L) if the helper:	did not identify feelings.
	did not paraphrase.
	showed little interest through nonverbal cues.

Exercise 6.7 (Continued) Name _____

Date _____ Hour _____

PARAPHRASING EMPATHY AND ATTENDING
RATING FLOW SHEET

EXERCISE _____

Response Number / Write In Feeling Word	For Ratings circle H for High, M for Medium, and L for Low		
	Empathy		
	Feeling	Paraphrase Meaning	Attending
1.	H M L	H M L	H M L
2.	H M L	H M L	H M L
3.	H M L	H M L	H M L
1.	H M L	H M L	H M L
2.	H M L	H M L	H M L
3.	H M L	H M L	H M L
1.	H M L	H M L	H M L
2.	H M L	H M L	H M L
3.	H M L	H M L	H M L
1.	H M L	H M L	H M L
2.	H M L	H M L	H M L
3.	H M L	H M L	H M L
1.	H M L	H M L	H M L
2.	H M L	H M L	H M L
3.	H M L	H M L	H M L
1.	H M L	H M L	H M L
2.	H M L	H M L	H M L
3.	H M L	H M L	H M L

Exercise 6.8

EMPATHY SKILL

FACILITATIVE AND NON-FACILITATIVE DIALOGUE

Empathic responses which help the trainee to consider a concern in greater depth would be a "facilitative" response. You as a peer counselor (helper) will strive to help the helpee with each of your responses to delve into the concern expressed by the helpee.

A response which you make to the helpee which either stops the helpee's probe into a concern or does not prompt the helpee to move to further consideration is a "non-facilitative" response (communication stopper).

Your success as a helper rests with your skill at using facilitative responses. The following exercise will help you analyze your facilitative and non-facilitative responses.

GOALS

In this exercise you will learn

1. to analyze dialogue between helpee and helper as to which responses are facilitative and which are non-facilitative responses (communication stoppers).
2. the different kinds of non-facilitative responses and facilitative responses.
3. to identify the communication stoppers within a dialogue

DIRECTIONS

1. Read "Dialogue I: Non-Facilitative Helper" to gain a feel for what has occurred between the helper and the helpee. (Do NOT attempt to answer questions or fill in blanks at this time.)
2. Read "Dialogue II: Facilitative Helper" to gain a feel for what has occurred between the helper and helpee.
3. Analyze for yourself the differences between the two dialogues and what the helper was doing differently.

4. Re-read Dialogue I and analyze each helper response as to whether the response is facilitative or non-facilitative and in the space provided give a letter which labels the response according to the following. (Note that a response may be used more than once):

Non-Facilitative Responses	Facilitative Responses
A. Advising, recommending	L. Attending
B. Diagnosing	M. Empathic responding
C. Directing, ordering	N. Minimum responding
D. Diverting, bypassing	O. Open-ended questions
E. Evaluating, criticizing	P. Paraphrasing words (High Rating)
F. Kidding, teasing	Q. Surface feelings, paraphrased
G. Moralizing, preaching	R. Underlying feelings, paraphrased
H. Persuading, arguing	
I. Praising	
J. Supporting, sympathy	
K. Warning, threatening	

5. Re-read Dialogue II and analyze each helper response as was done in Direction 4 and label each helper response according to items in Direction 4.

6. Proceed next to the Directions following Dialogues I and II.

7. Be prepared to discuss at the next group meeting your answers.

Exercise 6.8 (Continued) Name _____

Date _____ Hour _____

EXAMPLE

DIALOGUE I: NON-FACILITATIVE HELPER

1. Helpee: "Hi, Mr. Thompson."

2. Helper: "Can I help you?"

   Answer O

3. Helpee: "Uh, yeah, I've got a problem with my math class. I thought maybe I could talk to you about that."

4. Helper: "Yeah, I've heard a lot of students upset with math lately."

   Answer J

5. Helpee: "Everybody's complaining, I'll bet. You just wouldn't believe how bad it is. It is horrible! That's what I wanted to talk to you about. I just don't want to go to class anymore!"

6. Helper: "Why don't you drop the class!" _____

7. Helpee: "I need this class in order to get into science. All my future involves science in some way."

8. Helper: "Why don't you change to another class?" _____

9. Helpee: "I've thought of that but this is the only time this math is offered in the schedule."

10. Helper: "Then you will just have to stay there, won't you?" _____

11. Helpee: "But I just can't go because I get so upset, my stomach hurts all day."

12. Helper: "Well, there are a lot of students doing very well in that class." _____

13. Helpee: "So what! Have you ever been in that class?"

14. Helper: "Well, no. I don't go into classes unless invited by the teacher." _____

15. Helpee: "Well, it's pretty bad."

Exercise 6.8 (Continued) Name _____

Date _____ Hour _____

16. Helper: "Wait until you go to college. You'll appreciate having this experience. I can remember most of the teachers are pretty bad. They don't care if you pass or fail." _____

17. Helpee: "You mean you think it is worse in college?"

18. Helper: "Yes, I think they have the worst teaching anywhere." _____

19. Helpee: "Worse than our school?"

20. Helper: "Yeah." _____

21. Helpee: "Oh, I don't know. I had a brother that went to college once and he liked all of his teachers."

22. Helper: "No kidding! That's hard to believe." _____

23. Helpee: "Yeah, but I also had a friend once that hated college. So I asked him about college and he thought it was pretty bad."

24. Helper: "Well, I'm not sure what I can do to help you with your math."

25. Helpee: "Well, maybe you could talk to the teacher and tell him about how upset I get with math."

26. Helper: "Well, that might help. But, you are not learning to be responsible which you should by now." _____

27. Helpee: "But I can't stand it. The way he looks at me and puts me down."

28. Helper: Silence. _____

29. Helpee: "He doesn't even offer to help individually. He always just keeps going through the book."

30. Helper: "Well, he is supposed to cover the book. If he didn't get through, then some of the students would never be able to handle the next course." _____

31. Helpee: "Well, I understand that but I sure wish he could help me individually. I really need to learn it."

32. Helper: "You said something important. If you want to learn something badly enough, you will go ahead and put up with it . . ." _____

Exercise 6.8 (Continued)

33. Helpee: "Well, sure, I have been but that doesn't make it right. So why don't you talk to him concerning how unfair he is."

34. Helper: "Well, I'm afraid I can't help you with that." _____

35. Helpee: "Well, O.K. I wish you could."

36. Helper: "Good bye."

37. Helpee: "Bye."

DIALOGUE II: FACILITATIVE HELPER

38. Helpee: "Hi!"

39. Helper: "Can I help you?" _____

40. Helpee: "Yeah, I want to talk to you about a problem with my math class."

41. Helper: "Sure. You say that there is something about your math class which is bothering you." _____

42. Helpee: "Yeah. You know, I have to take the class, but it makes me so upset. I don't want to go anymore."

43. Helper: "You feel caught in a bind. That's hard to take." _____

44. Helpee: "Right, I need this class in order to take the next science class, and it is important that I do well."

45. Helper: "It kind of makes you feel trapped, like there is nothing you can do." _____

46. Helpee: "I do feel trapped, I can't go to another class, because there isn't but one section."

47. Helper: "You feel very helpless because there doesn't seem to be a good choice." _____

48. Helpee: "Yeah, I hate it so, I keep skipping class, but that isn't the answer."

49. Helper: "If you didn't feel so angry, you could go there . . ." _____

50. Helpee: "Yeah, I think so."

51. Helper: ". . . . and really enjoy it." _____

Exercise 6.8 (Continued) Name _____

Date _____ Hour _____

52. Helpee: "Well, I don't know if I would enjoy it, but I could tolerate it. You know how it is when the teacher is all business and doesn't care about the students and the students in the class . . . ."

53. Helper: "There are many things that bother you about the class." _____

54. Helpee: "Well, you know . . . . like I go to class and ask the teacher for extra help . . . . and he says I'm on my own. I should pay more attention, and I would understand it. I don't feel like he treats me like a real person."

55. Helper: "You think he gives real impersonal treatment . . . and you don't like feeling as if you're just a number rather than a person." _____

56. Helpee: "Yeah, even if I half-way understand, and we are starting to work, I feel real funny because everyone is working with a friend, and I just have to sit there and watch them and do it by myself."

57. Helper: "You feel isolated and alone when the class begins to work." _____

58. Helpee: "Yeah, I think working math should be fun and working things out with others. . . ."

59. Helper: "You enjoy being with others and working together."
_____

60. Helpee: "It seems I should either have a buddy to work with or everyone should be quiet so I could concentrate."

61. Helper: "And you're disappointed because you have neither."
_____

62. Helpee: "Yeah, it is a really unhappy time, so I only go when I have to, when he is starting on something new."

63. Helper: "You have to force yourself to go to class, but you would feel better if you had someone to work with."
_____

64. Helpee: "Well, I don't know if it would help, but I look around and see everyone with someone and I think that would make it better."

Exercise 6.8 (Continued)

Name _____

Date _____ Hour _____

65. Helper: "If only you had a friend, you wouldn't feel so alone." _____

66. Helpee: "It's kind of hard for one to make friends. I just can't go up and introduce myself."

67. Helper: "You feel uncomfortable and a little pushy if you have to introduce yourself, and you can't make yourself do it." _____

68. Helpee: "Well, I don't like to do that because maybe they wouldn't want to work with me because they already have someone else."

69. Helper: "You're afraid they will turn you down. It is really hard for you. You are not sure what words to use." _____

70. Helpee: "I really don't know what to say or do. I might just say something dumb about the math lesson."

71. Helper: "After they listen, you're afraid there is nothing more that they will say." _____

72. Helpee: "I just don't know how to talk to people very well."

73. Helper: "I'm just wondering if that is something you and I might work on. Meeting people, talking with people . . . ." _____

74. Helpee: "Yeah, I'm really very shy, I wish I could get to know people easier, but I just thought that was how it was. I would like to meet people easier and have more friends."

75. Helper: "You really would like to get to know people easier." _____

76. Helpee: "Do you think there is really anything we can do about it?"

77. Helper: "Yes, if you are really interested in changing, then it is possible." _____

78. Helpee: "Yeah, I would really like to talk about it."

Exercise 6.8 (Continued)

79. Helper: "O.K., I think I can help you to learn ways to develop new friends. When do you want to start working on it?" _____

80. Helpee: "How about tomorrow before math class."

81. Helper: "Sure let's plan to get together then." _____

82. Helpee: "O.K."

83. Helper: "Bye."

84. Helpee: "Bye."

ANALYSIS OF DIALOGUES I AND II

DIRECTIONS

1. Individually complete the items and be prepared to discuss your responses within the total group.
2. Return to Dialogue I and underline the stoppers within each helper response.
3. Return to Dialogue II and underline the facilitative words within each helper Dialogue.
4. Compare responses on Dialogue I and II and explain how they are different.
5. What was the real problem as stated in Dialogue I?

6. What was the real problem as stated in Dialouge II?

7. Why was Dialogue II different?

8. What are the roadblocks in Dialogue I?

Exercise 6.9

Name _____

Date _____ Hour _____

EMPATHY SKILL
CHOOSE THE BEST EMPATHIC RESPONSE

GOALS

In this exercise you will learn

1. to identify empathic responses.
2. to select accurately those responses which are empathic responses.

DIRECTIONS

1. Select the helper response for each helpee statement that seems to paraphrase accurately the feelings and meaning of the helpee.
2. State why you selected the particular response.
3. Be prepared to discuss in total group the responses and your reasons.
4. Analyze responses in Situations A, B, C, and D so as to answer the following questions:
   a. Was the incorrect response always completely bad?
   b. What characteristics did the correct responses have?
   c. How could you tell the person really understood?

EXERCISE

Situation A

Teenager: "I feel so tired all the time. I just don't know what is the matter with me."

Parent Responses:
1. "I'm tired, too. Don't talk to me about being tired. You have no idea."
2. "You feel confused because you are always tired and don't know why."
3. "Probably you haven't been eating all your meals."

Response Chosen: _____ Reason:

Exercise 6.9 (Continued)

Situation B

Teenage Girl: "My boyfriend keeps putting me down. I wish I could get him to treat me differently."

Friends' Responses:

1. "Your boyfriend bothers you because he keeps putting you down and you wish he would be different."
2. "Don't worry, my boyfriend does the same thing."
3. "If he puts you down, you should find a different boyfriend."

Response Chosen: _____ Reason

Situation C

Worker: "That guy really gave me a hard time. I was so mad I could hardly keep my mouth closed."

Employer Responses:

1. "You were so angry at that guy, it was difficult to keep quiet."
2. "You know you are here to please the customer."
3. "The best thing to do is just walk away from him and smile."

Response Chosen: _____ Reason:

Situation D

Retired Worker: "I'm so bored, it seems like no one cares about me anymore."

Friend's Responses:

1. "You feel like no one cares about you any more or pays attention to you."
2. "Get busy and meet new people!"
3. "That's not true, everyone cares about you."

Response Chosen: _____ Reason:

MODULE VII

Summarizing
The Third Skill
In Peer Counseling

MODULE 7

SUMMARIZING SKILL

You as the helper should now be very skilled in attending and empathy skills. These skills alone will communicate to the people you help that you understand them and are interested in listening to them.

People with problems often want more feedback from the helper. They want more input to help them see the problem clearer or from a different angle. **The skill of summarizing involves listening completely to the person's own concern and then summarizing the problem by giving new light to the helpee.** You as the helper will shed new light and add additional dimensions of awareness to the problem. Often when someone

else summarizes our problem to us, it is like a light that goes on. Suddenly we understand and see the concern differently.

To be able to summarize another's problem effectively, you must be very attentive to the helpee. You must capture the important thoughts and feelings expressed in the extended interchange and be able to feed back to the helpee the most important parts of some new insights.

Use. This module can be used with young people (age 10 or above), youth, and adults.

Exercise 7.1

SUMMARIZING: RATING THE HELPER RESPONSES

The summarizing responses by the helper moves the helpee into deeper understanding of his/her problem by summarizing everything that has been stated by the helpee to the helper. Examples of a stem for a helper's summarizing response might be as follows:

1. What I hear you saying is _____
2. It seems to me that what you're saying is _____
3. The real meaning behind what you're saying is _____
4. The real meaning behind what you're feeling is _____

GOALS

In this exercise you will learn

1. to recognize the effectiveness of a summarizing response.
2. to rate the helper in summarizing responses.

RATING SCALE FOR SUMMARIZING RESPONSE

The terms High, Medium, and Low will be used to identify the levels of the helper's summarizing responses to the helpee's statements. Each rating of a summarizing response will be rated according to the following characteristics.

Rate the summary <u>High</u> (H) if

1. The helpee goes on to a deeper understanding of his/her problem.
2. The summary accurately summarizes the feelings and meanings of the helpee's prior statements.
3. The helpee develops a different way of looking at the problem.

Exercise 7.1 (Continued)

Rate the summary Medium (M) if 1. The helper summarizes part but not all of what the helpee has said.

2. The helpee continues to explore the problem.

Rate the summary Low (L) if 1. The summary detracts the helpee from the problem.

2. The helper does not summarize any of the previous interchanges.

RATING FLOW SHEET FOR SUMMARIZING RESPONSES
(Flow Sheets are on pages 114 and 115)

DIRECTIONS

1. Study the example of extended dialogue and summarizing responses.
2. Study the Rating Scale for Summarizing Responses and be prepared to use it.
3. Divide into clusters of three when requested to do so by the trainer.
4. Decide among the three cluster members who will have each of the three roles--helper, helpee, or rater.
5. Conduct in each cluster an interchange which will have at least six helpee-helper response sets.
6. Begin the interchange by the helpee stating a real concern.
7. As helper, summarize the various aspects of the helpee's problem in one summarizing response after about six or eight interchangeable helpee-helper sets.
8. Request assistance from the trainer when needed.
9. As rater, write on the Rating Flow Sheet the feeling word(s) used by the helper in the interchange and rate the responses for accuracy of feeling and meaning. For specifics on Rating Scale for Paraphrasing Feelings, refer to Exercise 6.6.

Exercise 7.1 (Continued)

10. As rater, rate the quality of the summarizing response (Rating Scale for Summarizing Responses is on previous page) and the helper's attending behavior during the interchange. For specifics on Rating Scale for Attending Behaviors, refer to Exercise 4.5.

11. As rater, write your summarizing response in the space provided if you wish to give a summary different from that of the helper.

12. As rater, give feedback and your reasons for the rating (in the small clusters).

13. Change roles until each member takes the role of helper, helpee, and rater.

EXAMPLE of extended dialogue and summarizing responses

1. Helpee: "I'm really fed up with Mr. Smith."

2. Helper: "You're angry at your teacher."

3. Helpee: "Yes, he tells me if I don't want to work, I don't have to, then he gets mad if I don't work."

4. Helper: "You're upset because the teacher says one thing and does another."

5. Helpee: "He is always on my back. He says I have the freedom to decide but then goes back on his word. It is just like my boss that says he is going to give me more hours if I go back to school."

6. Helper: "You're irritated at your teacher and boss for not following through on what they say."

7. Helpee: "Yes, and my mom is always on my back about school. Push! Push! Push!"

8. Helper: "Your mom gives you a 'hassle' about school and that is hard to accept."

9. Helpee: "It is like everyone tells me what to do, and they don't care what I want to do."

10. Helper: "Like you're not considered in the process and that bothers you."

Exercise 7.1 (Continued)

Name _____

Date _____ Hour _____

11. Helpee: "Boy, I would really like to quit school, but I know I need the diploma to get a good job."

12. Helper: "You are really tired of school and feel like giving up."

13. Helpee: "Yeah."

14. Helper summarizing response: "It seems to me what you're saying is that you are tired of your teacher and boss telling you one thing and doing another. Your mom has really been on you and the combination of all this makes you feel like quitting."

Exercise 7.1 (Continued)

EXAMPLE of Rating Flow sheet for Summarizing Responses with Information Taken from Dialogue and Summarizing Responses Provided in the Previous Example.

Helper Response	Empathy Feeling Word	Rating H	L	M	Summarizing Response	Rating H	L	M	Attending	Rating H	M	L
#2	Angry	X								X		
#4	Upset	X								X		
#6	Irritated	X								X		
#8	Hassle	X								X		
#10	Bothers	X								X		
#12	Tired	X								X		
#14					It seems to me what you are saying is that you are tired of your teacher and boss telling . . .	X						

Name _____

Date _____

Hour _____

Exercise 7.1 (Continued)

EXERCISE

1. Flow Sheet for Summarizing Responses.

Helper Response	Empathy Feeling Word	Rating H	Rating L	Rating M	Summarizing Response	Rating H	Rating L	Rating M	Attending	Rating H	Rating M	Rating L

2. Write your summarizing response if you wish to give a summary different from that provided by the helper. If none, so state.

3. Reason for giving a different summarizing response.

Exercise 7.2

Name _____

Date _____ Hour _____

USING YOUR NEW SKILLS
YOUR DIARY

You have learned and practiced three basic communication skills--attending, empathy, summarizing. You are now ready to become aware of using three skills with others with whom you associate in your everyday life. You will help them with their concerns, some of which will be simple and others very complex. Regardless of the level of complexity, some or all three of these basic communication skills will be used in helping each person approach his/her concern. Review the previous discussion and exercises before attempting this exercise.

GOAL

In this exercise you will learn to identify and record the skills you have used with the people you have helped for a week.

DIRECTIONS

1. Keep a diary (space provided within this Exercise) of four people you have helped this week.
2. List the appropriate skills you used with each person.
3. Write comments to illustrate your activities or concerns relating to each skill used.
4. Write answers to the two questions asked at the end of the Exercise and be prepared to discuss your responses in either a cluster of your peers or in the total group.

Exercise 7.2 (Continued)

EXERCISE

EXAMPLE

Person Helped Jim Smith Date Monday, Nov. 8

Describe Condition or Situation: He was concerned about a date for this weekend.

Skills Used	Comments Regarding Activities or Concerns Relating to Each Skill Used
Attending	Squared, Eye contact, Leaned forward
Empathy	Very pleased with how I listened
Summarizing	Summarized on three different occasions

Diary for Person Number 1

Person Helped _____ Date _____

Describe Condition or Situation _____

Skills Used	Comments Regarding Activities or Concerns Relating to Each Skill Used

Diary for Person Number 2

Person Helped _____ Date _____

Describe Condition or Situation _____

Skills Used	Comments Regarding Activities or Concerns Relating to Each Skill Used

Exercise 7.2 (Continued)

Name _____

Date _____ Hour _____

Diary for Person Number 3

Person Helped _____ Date _____

Describe Condition or Situation _____

_____

Skills Used

Comments Regarding Activities or Concerns Relating to Each Skill Used

Diary for Person Number 4

Person Helped _____ Date _____

Describe Condition or Situation _____

_____

Skills Used

Comments Regarding Activities or Concerns Relating to Each Skill Used

Questions

How are your helping skills different now to a friend with a problem than before you started in the peer counseling program?

Exercise 7.2 (Continued)

What are your feelings concerning your new helping skills?

Other comments, if any, regarding your progress in the Peer Counseling Training Program.

MODULE VIII

Questioning
The Fourth Skill
In Peer Counseling

MODULE **8**

QUESTIONING SKILL

Questioning! Questioning! Questioning! One of the easiest things in the world to do in a relationship is to ask questions. Sometimes questioning is good, sometimes it is very poor. Being asked questions can make you feel as if you were receiving the "third degree," which can result in anger and resentment. Asking questions also can be the start of a relationship, it can maintain one, or it may create the feeling of care and concern between people. If you wish to be an effective peer counselor, you

must avoid some kinds of questions and learn others. One must be able to tell the difference.

Our questions often reveal more than we intend. For example, if we ask questions requiring only short answers and rapid responses, we are fairly manipulative even though this might not be our intent. **One important goal of improving questioning techniques is to manipulate individuals less so that they have more opportunity to be open, creative, and willing to share.**

The most manipulative types of questions are those that can be answered yes or no. This type of question is not always bad. For example, "Do you wish to have milk for lunch" calls for a simple, direct reply, requiring little thinking. What is bad, however, is to have this type of question dominate our way of communicating. For the sake of your own questioning growth, try to eliminate questions that can be answered yes or no in your conversation. You have probably used them in your communication for years. Considerable effort and practice are necessary to erase these old habits and replace them with new ones. Be assured that if you try to do so, you can find few yes or no types of questions that cannot be revised into new ones encouraging more freedom for the listener.

One of the most natural forms of communication is questioning. Questions can ***request important information*** or they can ***demand a response*** from others. Well-formed questions can start a conversation easily, and when the conversation lags they can invite continuation in a meaningful manner.

This Module 8 will focus on teaching effects that questioning has on others and how to ask questions so that you

- help the other person to become more open to you.
- help get information without seeming to demand it.
- help facilitate the relationship so that you can help the other person.
- help maintain conversation.
- help to start a conversation that will be continued by the other person.

Asking effective questions is a significant skill in peer counselor training because, although we all know how to ask questions, we often make mistakes with them. Knowing when to ask questions and how to pose them effectively is an important skill for peer counselors.

Use. This module is more appropriate for persons of high school age or older.

Exercise 8.1

QUESTIONING SKILL

OPEN INVITATIONS TO TALK
(Open-Ended Questions)

An open-ended question encourages the helpee to explore himself/herself and the concerns held. Through use of the open-ended question the helper also communicates a willingness to assist the helpee in the exploration.

Open-ended questions help

1. begin a conversation.

2. get the helpees to tell more about a point. "Could you tell me more about that?"

3. give examples to help the helpee understand better. "What do you do when you get angry?"

4. focus on feelings of the helpee. "How do you feel about your math class?"

A closed question often emphasizes factual content as opposed to feelings, demonstrates a lack of interest in what the helpee has to say, and frequently keeps him/her in place. Closed questions can be answered by a few words or with a yes or no.

GOAL

In this exercise you will learn to use questioning effectively to keep the interchange ongoing between the helpee and yourself.

EXAMPLES

The following examples contain a comparison of open-ended and closed questions. In each example the content of the question is approximately the same but the structure (i.e., open-ended or closed question) will elicit different responses.

1. Open-ended: "Could you tell me a little about your English class?"

   Closed: "Do you attend English class?"

2. Open-ended: "How did you feel about English class?"

   Closed: "Do you like English class?"

Exercise 8.1 (Continued)

3. Open-ended: "How do you feel about the time you spent on doing the test?"

   Closed: "How long did it take you to finish the test?"

4. Open-ended: "What did you like about the test?"

   Closed: "Did you like the test?"

Open-ended questions can be used for different purposes. The following examples contain a comparison of open-ended and closed questions for the four purposes listed:

1. Questions which <u>begin a conversation</u>.

   Closed question

   Helper: "Did you go sailing today?"

   Helpee: "Yes."

   Open-ended question

   Helper: "You look tired, what have you been doing today?"

   Helpee: "Yeah, I feel tired because I have been sailing all afternoon, and it really wears you out."

2. Questions which <u>elaborate on a point by requesting information</u>.

   Closed question

   Helper: Why did you do it that way?"

   Helpee: "I don't know."

   Open-ended question

   Helper: "I need to know more about what caused you to react that way so that I can understand the problem better."

   Helpee: "Well, I was really frightened and felt that if I didn't act aggressively that you would reject my ideas."

Exercise 8.1 (Continued)

3. Questions which give examples to help the helpee understand his/her behavior better.

Closed question

Helper: "Do you throw things when you get mad?"

Helpee: "No."

Open-ended question

Helper: "Could you tell me what you do when you get angry?"

Helpee: "Depends on where I am. Maybe I walk away and maybe I yell at them."

4. Questions which focus on feelings of the helpee.

Closed Question

Helper: "Do you get embarrassed when people make fun of you?"

Helpee: "Yes."

Open-ended question

Helper: "You have very strong anxieties about that. Can you identify them more clearly?"

Helpee: "I seem to get anxious only when I feel that person is angry at me or something I am doing."

DIRECTIONS

1. Write in the space provided at least three examples to illustrate the difference between open-ended and closed questions and be prepared to discuss with the group.

2. Have your three examples to illustrate three of the four purposes for open-ended questions.

3. Try to write an example of the fourth purpose; thus, write four instead of three examples if you can.

Exercise 8.1 (Continued)

Name _____

Date _____ Hour _____

EXERCISE

1. Closed Question:

   Open-ended Question:

2. Closed Question:

   Open-ended Question:

3. Closed Question:

   Open-ended Question:

4. Closed Question:

   Open-ended Question:

Exercise 8.2

Name _____

Date _____ Hour _____

IDENTIFYING GOOD QUESTIONS

As a helper an important aspect for you is to be able to recognize good open-ended questions. The following exercise will add to your competence in that area.

GOALS

In this exercise you will learn

1. to differentiate between poor and good questions.
2. to begin to determine what makes some questions better than others.

DIRECTIONS

1. Read the questions that follow, keeping in mind those that you think are better than others.
2. After reading them, pause for a few minutes and try to determine what makes some of the questions better than others.
3. Indicate by marking in the appropriate space what you think is the rating of the question in terms of openness.

Exercise 8.2 (Continued)

Question	Extent of Openness			
	Poor	Fair	Good	Excellent
1. Given these characteristics, what kind of student do you want to become?				
2. Who was Martin Luther King?				
3. What significant thing did you do last year?				
4. Do you want milk for breakfast?				
5. Tell me more about your feelings.				
6. What would happen if ten persons were isolated on an unpopulated island because of a plane crash?				
7. How would you show anger?				
8. How did that . . . make you feel?				
9. Is this art good?				
10. Are there more big than little trees?				

Exercise 8.3

QUESTIONING SKILL
RATING THE HELPER

As a helper you use many ways to relate to the helpee as illustrated in Exercise 8.1. When learning to be a helper, one of your concerns is keeping a conversation continuing between you and the helpee. You will use open-ended questions which begin a conversation, which emphasize a point by requesting additional information, which offer examples to aid the helpee in understanding his/her behavior and which focus on the feelings of the helpee. Use of the different types of open-ended questioning will enable you as the helper to be more complete in your peer counseling.

RATING SCALE FOR OPEN-ENDED QUESTIONS

The following is a guide to rate the helper in his/her of open-ended questions.

Rate the helper High (H) if

1. the helper started conversations effectively.
2. the helpee was able to elaborate a point.
3. the question helped the helpee understand a point.
4. the question helped the helpee focus a feeling.

Rate the helper Medium (M) if

1. the helpee was able to elaborate on content.
2. the helpee explained more by giving information.
3. the question helped the helpee to understand problem to a limited extent.

Rate the helper Low (L)if

1. the helper asked closed questions.
2. the helper wanted just information.
3. the questions stopped the interchange.

GOALS

In this exercise you will learn

Exercise 8.3 (Continued)

1. to rate the helper's use of open-ended questions.

2. to rate open-ended questions and provide feedback to others about their skills at open-ended questioning.

3. to associate open-ended questions with feeling words.

DIRECTIONS

1. When instructed to do so by the trainer, form clusters of three trainees with each cluster member choosing one of the roles--helper, helpee, or rater.

2. Conduct within each cluster an interchange sequence which will have at least six helper-helpee response sets.

3. As helpee, initiate the dialogue using a problem you have or one that another person has that you know.

4. As helper during the dialogue, send at least one open-ended question and summarize the helpee's problem when appropriate.

5. As helper, use open-ended questions, where appropriate, to achieve any of the four purposes--opening conversation, elaborating a point, helping helpee to understand, or focusing on feelings.

6. As rater, rate the open-ended question(s) and where appropriate write in your own open-ended questions to suggest to the helper later.

7. As rater, also write helper behaviors occurring during the dialogue which illustrate other peer counseling skills--attending, empathy, and summarizing--and rate each of these according to rating scales learned in previous exercise.

8. Following the dialogue, discuss within the cluster what occurred and use the Rating Flow Sheet completed by the rater as a basis of the discussion among the cluster members.

Exercise 8.3 (Continued)

Name _____

Date _____ Hour _____

EXAMPLE OF DIALOGUE USING OPEN-ENDED QUESTIONS AND EMPATHY

1. Helper: "You look upset, what happened to you today?"

2. Helpee: "I am so angry at Mr. Taylor, I don't want to go to his class any more."

3. Helper: "You are so irritated with him you want to cut out of his class."

4. Helpee: "Yes, you know how he is always picking on me. Well, today he asked me to shut the window. Then when I got up, he told me to sit down. He is really mixed up."

5. Helper: "You feel he is coming down on you and no matter what you do it isn't right."

6. Helpee: "Yes, he is always looking for me to mess up so he can send me to the office and I can be kicked out. Then I won't bother him. What a drag."

7. Helper: "You feel he is just waiting for you to mess up so he doesn't have to fool with you, and this gets you down."

8. Helpee: "Yes, I really wanted to pass this class but I just can't get along with him."

9. Helper: "You want to pass but you are confused on how to make it with him."

10. Helpee: "Yes."

11. Helper: "How did you handle the situation today?"

12. Helpee: "Well, I just sat down and started arguing with him like I always do."

13. Helper: "You first tried to do what he asked, then you got so upset, you startd arguing with him and you are still angry with him."

14. Helpee: "Yes, I have got to either get out or do something different or he has to get off my back . . . . but that is impossible."

Exercise 8.3 (Continued)

RATING FLOW SHEET FOR OPEN-ENDED QUESTIONS AND OTHER PEER COUNSELING SKILLS OCCURRING

Helper Response Number	Open-Ended Questioning				Skill Rating			Attending Skill Behaviors and Rating (H M L)	Empathy Skill Behaviors and Rating (H M L)	Summarizing Skill and Rating (H M L)
					H	M	L			
	(Check Kind Used) A. Open Conversation B. Elaborate a Point C. Help Understand D. Focus on Feelings									
	A	B	C	D						
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										

Comments for Rater

132

131

Exercise 8.4

Name _____

Date _____ Hour _____

QUESTIONING SKILL
DIARY

GOAL

In this exercise you will learn to keep a record (diary) of your skills on questioning as you have helped a friend during a week.

DIRECTIONS

1. Keep a diary this week of questions you ask a friend during the time you are helping that friend.
2. Determine if the questions are open-ended or closed. Refer to Exercise 8.3 for Rating Scales of High, Medium, or Low for open-ended questions.
3. Be prepared to discuss diary at the next training session.
4. Be prepared to disucss how open-ended questions have helped your interchanges.
5. After completing the Diary on the next page, write the answers to the following questions in the space provided and be prepared to disucss items with the other trainees [illegible] trainer in the next training session.

EXERCISE

1. What is the difference between open-ended questions and closed questions?

2. Prior to helping friends this week, record some open-ended questions you might use in an interchange.

Exercise 8.4 (Continued)

Diary of Questions Used While Helping Friends With a Problem During the Week

Person With Problem	Open Conversation		Elaborate Point		Help Understand		Focus on Feelings	
	Open-ended	Closed	Open-ended	Closed	Open-ended	Closed	Open-ended	Closed
Name Date								
Name Date								
Name Date								

MODULE IX

Genuineness
The Fifth Skill
In Peer Counseling

MODULE **9**

GENUINENESS SKILL

Skills you have practiced previously have been designed to get other people to communicate more and explore deeper their problems or concerns. When acting as helpers, we may develop feelings about what the helpee is saying or doing. The helper can learn to express these real feelings in such a way as to maintain the relationship.

As you interact daily with people, you may at times feel strongly about their actions or words. Sometimes you may feel your rights as an individual have been violated and on other occasions individuals will irritate you. When people have strong feelings about others' behaviors,

they usually choose either to say nothing or become aggressive. This aggression often takes the form of verbal or physical attack. By withdrawing in these situations you end up feeling hurt and angry at yourself for keeping your feelings pent-up. On the other hand if you become aggressive, you anger or hurt others. When you withdraw, the other person does not change his/her behavior and when you attack, you may lose a friend.

By learning to be *genuine* you can learn to express your feelings about others' behaviors in such a way as to maintain the relationship and increase the chance that others will change the behavior that disturbs you. Genuine interchanges frequently lead to a better understanding between two people and improve the chance that the conflict can be solved with each having input toward the solution.

To learn the genuineness skill, **you must be willing to understand and express accurately your real feelings to others.** This expression is called being ***open or genuine.*** In this Module 9 the trainer will take you through some experiences to help you find out how open and genuine you are. If you can learn to be genuine, assertiveness and confrontation will be easy to learn.

In the genuineness skill you will learn to express your genuine feelings in ways that will help the relationship to improve. The trainer will take you through step-by-step processes so that you might learn effective genuineness skill. Your trainer also will help you to implement your skills so that they can be used in helping relationships. Learning the effective genuineness skill will enable you to be a better helper; it also will enable you to become stronger and better in your everyday relationships.

One goal of the module on genuineness skill will be to learn to share feelings about what the other person is saying or doing, and maintain and enhance the relationship at the same time. You will be able to express your feelings at the end of this module rather than concealing your feelings. Your own attitude about openness will be examined and you will be assisted to share more of your feelings. You also will learn how to integrate with genuineness your earlier skills of attending, empathy, and questioning.

Use. The genuineness skill is best used with high school and older adults. It can be used as a separate exercise in working with shy people as well and as an introduction to the assertiveness skill or as an introduction to working with couples and families.

Exercise 9.1

GENUINENESS SKILL

A COMPARISON OF NONRESPONSIVE, NONGENUINE, AND GENUINE RESPONSES

Our responses to another person can be examined in terms of how open or genuine we are. In this exercise, we will examine responses under three kinds:

1. nonresponsive in which the person making the response is emotionally dishonest or indirect,
2. nongenuine in which the response may be emotionally honest but is made at the expense of the other person, and
3. genuine in which the person responds with emotional honesty and directly expresses own feelings.

GOALS

In this exercise you will learn

1. to differentiate among the three kinds of responses as to nonresponsive, nongenuine, and genuine.
2. differences in the feelings of a person making each of the three kinds of responses and what feelings each of the responses generally cause in the person to whom the response is made.

DIRECTIONS

1. Read the example and study the differences in the three kinds of responses.
2. Write responses to the exercise statements that would be illustrative of the three kinds of responses.
3. Review the Chart of Feelings to help yourself understand what feelings you and the other person may have during the behavior.
4. Be prepared to discuss your responses with the group.

EXAMPLE

In the following example different ways of responding to a statement that bothers you are listed.

Situation: After listening to a friend criticize, cut down, and call someone else names that you care about, you respond by

1. Nonresponsive: "You are right about my friend." Or ". . . . . ." (Silence, say nothing.)

2. Nongenuine: "You are always cutting down other people; why don't you look at yourself first?"

3. Genuine: "I feel very uncomfortable when you cut down my friend, and it causes me to try and change the subject when you start cutting my friend down."

CHART

The chart on the next page will enable you to identify the level of genuineness (non-phony) in the way you respond to others when you can identify feelings you have toward them. You may use the chart to help you understand difference in feelings to be expressed as you write responses for this exercise.

Exercise 9.1 (Continued)

Name _____

Date _____ Hour _____

CHART OF FEELINGS DURING THREE KINDS OF RESPONSE BEHAVIORS

General Behavioral Characteristics	Characteristics of Your Behavior	Your Feelings During the Behavior	Other Person's Feelings About His/Her Self When You Are Doing Behavior Which Results From That Behavior	Other Person's Feelings Toward You As A Result Of Your Behavior
Nonresponsive behavior	Emotionally dishonest, indirect	Hurt, anxious at times and angry later	Guilty or superior	Irritated, pity, disgusted
Nongenuine behavior	Emotionally honest at expense of others	Righteous superior, guilty later	Hurt, humuliated	Angry, vengeful
Genuine behavior	Emotionally honest, directly expressive of feelings	Confident, self-respecting now and at later times	Valued, respected	Generally respect

Exercise 9.1 (Continued)

EXERCISE

1. Situation: Another person says to you, "Our friend Alice is getting to be terrible. She constantly does things she shouldn't do and she knows better, too."

Nonresponsive response:

Nongenuine response:

Genuine response:

2. Situation: A friend of yours keeps doing something in your presence that you dislike such as very excessively teasing little children.

Nonresponsive response:

Nongenuine response:

Genuine response:

Exercise 9.1 (Continued)

Name _____

Date _____ Hour _____

3. Situation: You are at a public gathering, such as a ball game, and the stranger on the seat beside you keeps doing things that prevent you from seeing and/or hearing the action, for example, holding up a pole with a large banner in front of you each time the major actions start occurring and/or blowing a loud horn during the times the announcer gives information about the game.

Nonresponsive response:

Nongenuine response:

Genuine response:

4. Situation: A helpee with whom you have been talking says to you, "You aren't helping me. You don't know what you are doing."

Nonresponsive response:

Nongenuine response:

Genuine response:

Exercise 9.2

Name _____

Date _____ Hour _____

GENUINENESS SKILL

HOW OPEN AM I?

GOALS

In this exercise you will learn

1. to assess kinds of feelings you would discuss with friends and relate these kinds of feelings shared to how close your relationships are to these friends.
2. to recognize how open you are with your own feelings.

DIRECTIONS

1. Think of topics you might discuss with others.
2. Write each topic under one of the four kinds of persons listed in the exercise.
3. Identify four topics for each kind of person listed.
4. Be prepared to share your responses with the group.

EXERCISE

1. Intimates (Closest friends)

   Example: I would tell about my fears and ambitions.

   a.

   b.

   c.

   d.

Exercise 9.2 (Continued)

2. Friends

   Example: Give personal information about myself.

   a.

   b.

   c.

   d.

3. Acquaintances (People I know casually.)

   a.

   b.

   c.

   d.

4. Strangers (People you have just met or a person situated next to you in a situation such as on a bus, at a ball game, or in a new group in which you were just placed.)

   a.

   b.

   c.

   d.

DIRECTIONS

1. Review the topics you wrote that you would discuss and with what kind of people.
2. Complete the rating scale on the degree of your openness, that is consider how completely open (able to talk with anyone about anything) or completely closed (keep all personal topics to self) you are.
3. Mark your behavior with a check mark for each of the four kinds of people and overall.

Exercise 9.2 (Continued)

Name _____

Date _____ Hour _____

EXERCISE

	Completely Open-ended	Generally Open-ended	Sometimes Open, Sometimes Closed	Generally Closed	Completely Closed
With Intimates					
With Friends					
With Acquaint-ances					
With Strangers					
Overall					

Exercise 9.3

Name _____

Date _____ Hour _____

GENUINENESS SKILL

OPENNESS CIRCLE

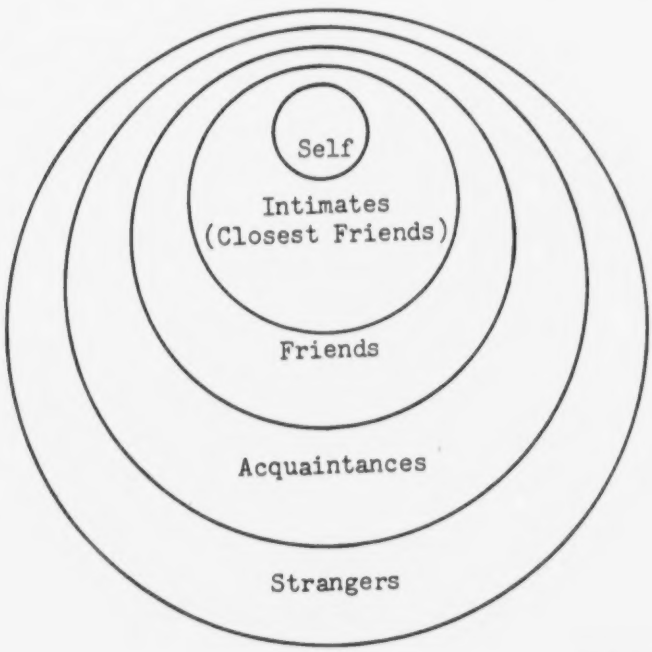
GOALS

In this exercise you will learn

1. how the more open a person is, the more feelings and experiences that person shares with friends, acquaintances, and strangers.
2. how to examine your own openness level.

DIRECTIONS

1. Be prepared to examine your openness as you and the other trainees perform the exercise.
2. Follow the instructions as given to you by the peer counseling trainer.



Exercise 9.4

Name _____

Date _____ Hour _____

GENUINENESS SKILL
PUTTING TOGETHER A GENUINE MESSAGE

In learning to be genuine, one sends "I" (genuine) messages as opposed to "you" (non-genuine) messages. "I (genuine) messages include four parts.

1. Identifying the process of reporting the helper's feelings regarding the helpee's behavior.

   Example: "I feel nervous when . . . ."

2. The specific happenings of the helpee's behavior that affect the helper.

   Example: "I feel nervous when you yell so frequently."

3. The reasons for the helper's affective reaction to helpee's behavior.

   Example: "I feel nervous when you yell so frequently because I get threatened."

4. Communicating the effects on helper's feelings if behavior continues.

   Example: "I feel nervous when you yell so frequently because I get threatened, and I want to get away from you."

GOALS

In this exercise you will learn

1. to make a complete response with a genuine message to a situation.
2. to express how your feelings relate what has happened.
3. to identify the effect on yourself.
4. to explain the reasons for your feelings about and reactions to the situation.

COMMUNICATION MODEL

The communication model for the helper to use in putting together a genuine message is as follows:

I feel _(feeling stated)_ because _(what has happened)_
and I _(effect on me)_ for _(for the reason that)_.

DIRECTIONS

1. Study the communication model to be used by helper in putting together a genuine message.

2. Write a genuine message that fits the model and be prepared to read it to others for the purpose of identifying the four parts. Write your genuine message on the next page in space provided in Exercise 1.

3. Examine the examples and study how to record information from the message into the exercise (space provided).

4. Be prepared to complete the exercise (similar to the example) from statements read to you by the trainer.

5. Cluster into groups of two and read to each other your genuine message written as result of Direction Number 2.

6. Identify the four parts in the other cluster member's genuine message and write the four parts into the exercise space.

7. Share with each other in your cluster what the four parts of the genuine message of each others's were.

Exercise 9.4 (Continued)

Name _____

Date _____ Hour _____

EXERCISE

1. In the space provided write the genuine message you might make that would fit the communication model.

2. In the following chart record the four parts of the genuine message recorded in Number 1 (An example is provided in the chart).

	How I Feel	What Has Happened	How This Affects Me (This is sometimes hard to say, but do so whenever you can.)	Reasons
Example:	nervous	yell	want to get away	get threatened
Trainer's Prepared Genuine Message				
Other Cluster Member's Statement				

3. In the second space under heading "Other Cluster Member's Statement" write the four parts as instructed in Direction Number 6.

Exercise 9.5

GENUINENESS SKILL
WHEN TO USE A GENUINE MESSAGE

The purpose of genuineness is to respond honestly and openly to feelings expressed by another person. Use genuineness messages when another person

1. creates a situation that causes a problem with you,
2. is inclined to give advice, criticize, or preach and you may become upset.

Use a genuine message when you

1. have been using good listening and now want or need to tell what's going on inside you,
2. have an experience or feeling that you want to share.

GOALS

In this exercise you will learn

1. to respond genuinely by using role-play situations.
2. to report accurately with a genuine message how this role-played situation makes you feel.

DIRECTIONS

1. Choose a partner whose role is to confront you with a situation that will create some kind of feeling in you.
2. Role-play situations with your partner using the example situations listed in the Exercise section under "Situations to be Role Played." Your partner will confront you with the situation.
3. Report genuinely how you respond at the feeling level to his/her behavior.

4. Change roles and role play the situations so that both of you have the experience in responding with genuine messages.

5. Share with each other how you feel about the experience.

EXERCISE

Situations to be role played:

1. Your friend has been changing gradually. The clothes he/she wears have been "way out." You have noticed that you are becoming embarrassed when you go places with him/her.

2. You've been out of touch with your friend for a while. You've really missed him/her . . . but you've been busy. Now you go to the store to get some things, and you run across him/her at the store.

3. You have a new friend. Today, you found him/her flirting with your steady.

4. You are taking a test. Your classmate keeps trying to read your answers over your shoulder.

5. Your mother cooked a meal which included some of your favorite foods.

Exercise 9.6

Name _____

Date _____ Hour _____

GENUINENESS SKILL
PRACTICE SENDING GENUINE RESPONSES

GOAL

In this exercise you will learn to write a genuine message to a given situation as a contrast to a nongenuine message already prepared.

DIRECTIONS

1. Read sample situations supplied and complete the exercise for each situation before going to the next situation.
2. Read the nongenuine message for each situation.
3. Write a genuine message for each situation.
4. Be prepared to discuss your reponses in the group.

EXERCISE

1. Situation: Your friend forgot to be on time to a movie and you are to have the car back at a certain time which is shortly after the first movie is over.

   Nongenuine Message: "You should be ashamed. After all, I agreed to go to the movie, and now you're late."

2. Situation: Your parents keep bugging you about keeping your room clean and it is hard to do since you share it with a brother/sister.

   Nongenuine Message: "Mom, you really don't understand how hard it is to keep a room clean with him/her there, too."

Exercise 9.6 (Continued)

3. Situation: A friend has been avoiding you for the last few days and you don't know the reason.

Nongenuine Message: "Come on now. Stop avoiding me. Either tell me why you're mad at me or just forget our friendship."

Genuine Message:

Exercise 9.7

GENUINENESS SKILL
UNDERSTANDING HOW GENUINENESS IS USED

Genuineness in helper's responses are appropriate in a helping situation. Understanding how genuineness is used is the major purpose of this exercise. You will be able to examine the dialogue between the helpee and the helper and to gain an understanding of what peer counseling skill is used by the helper and how the response makes a difference to the helpee.

Before a helper can respond genuinely, the helpee must make one or more statements that generate feelings in the helper toward the helpee. The dialogue example identifies an effective response pattern between helpee and helper when the helper is responding with empathy and genuineness. The pattern of back and forth dialogue shows the helper responds alternately with empathy and genuineness depending upon which skill seems appropriate as a response. By studying the dialogue you will be able to understand how the process functions.

GOALS

In this exercise you will learn

1. to identify when genuineness is appropriate for a situation.
2. to rate the genuineness of responses and the level of genuineness.
3. to rate empathic and genuine responses.

RATING SCALE FOR GENUINENESS RESPONSES

When you function as a rater and are rating genuineness responses of the helper, you will find the following rating scale helpful. You will use a rating sysem similar to that used previously in your training. You will rate high for high levels of the condition rated, medium for conditions that contain part but not all of the conditions necessary to be rated as high. Rate low for responses that do not reveal the characteristcs of the skill being rated. The following rating scale will help you identify high, medium, and low conditions of genuineness.

Exercise 9.7 (Continued)

High (H): Rate high if the genuineness responses included all four of the conditions of genuineness listed below:

1. TRUE FEELINGS of sender--How I really feel.
2. SPECIFIC HAPPENINGS--What happened to create these feelings?
3. REASONS--Why do I react as I do?
4. EFFECTS--How I will react if the conditions continue to exist.

Medium (M): Rate medium if the response contains two or three of the items listed previously.

Low (L): Rate low if one or none of the items listed previously are used.

EXAMPLE of Genuineness Response for Each Rating Scale

High Genuineness Response

"I'm really disappointed in you for not paying me back the $5.00 or letting me know when you would pay me back and that makes me very hesitant to ever loan you money again."

Medium Genuineness Response

"I'm really disappointed in you for not paying me back the five dollars."

Low Genuniness Response

"Hey, do you remember I loaned you five dollars?"

EXAMPLE of Dialogue where Empathy and Genuineness Responses are Used.

Helpee's Statement: "Jim, I just got paid for last week and I don't know whether to put it in savings or put it on a down payment for that stereo I've been wanting."

Helper's Response No. 1: "You're really feeling puzzled as to how to use that paycheck." (Empathy) "I get angry when you want me to help you solve that problem because you

Exercise 9.7 (Continued)

Name _____

Date _____ Hour _____

haven't paid me the ten dollars you have been owing me for six weeks. (Genuineness)

Helpee's Response No. 2: "Man I feel horrible I completely forgot about that and I'm glad you reminded me. You just solved part of my problem; I will make that O.K. tomorrow."

Helper's Response No. 2: "My telling you that really caused you to feel bad. That wasn't what I meant to do but I am glad that you want to straighten it out."

EXAMPLE of Rating Flow Sheet for Empathy and Attending Behavior

Helper's Response Number	Empathy Response and the Rating				Attending Behavior			
	Feeling Words	H	M	L		H	M	L
#1	You're really feeling puzzled	X				X		
#2	Caused you to feel badly	X				X		

EXAMPLE Of Rating Flow Sheet for Genuineness ("I" Messages) Behavior

Helper's Response Number	Feelings	Specific Happening	Effects	Rating on Genuineness		
				H	M	L
#1	Angry	want me	haven't paid		X	
#2	Glad	(implied not stated)	you want to . . .		X	

Exercise 9.7 (Continued)

EXAMPLE of Dialogue to Illustrate when using Empathic and Genuineness Responses

A Individual (Helpee) initiating a condition which creates feelings in another person, (the helper)	B Individual (helper who is reacting to initiating condition created by the helpee)
This person provides a cause for strong feelings. "Person talks continuously and won't listen."	
	Send genuine message--"I feel annoyed when you dominate the conversation because I don't feel very important, and this causes me to tune you out."
React to helper's genuine message--"I want to tell you all that is going on with me and you never have anything to say."	
	Reflect by using empathic response--"You feel anxious because you think that I don't say anything."
Reaction and Statement "Yeah, if I don't talk, you never tell what is going on with you."	
	Empathic response--"You are irritated because I don't tell you much about me."
Reaction and Statement--"Yeah, sometimes I think that I must carry on the whole conversation because you won't talk."	
	Genuine message--"I feel dominated and feel that what I have to say would not be important, and I feel if I said what I wanted to, I would be competing with you."
Reaction to genuine message "I wish you would have told me this before because I didn't know that you felt that way."	
	Empathic response--"You're surprised about my feelings, maybe we can work it out . . ."
	PROBLEM SOLVING!

Exercise 9.7 (Continued)

Name _____

Date _____ Hour _____

DIRECTIONS

1. Divide into clusters of three consisting of helpee, helper, and rater when instructed to do so by trainer.
2. As helper, listen to the helpee when he/she makes statements which creates feelings in the helper.
3. As helper, be prepared to role play with the helper. Recognize that the helper will establish the situation by describing the role function that you are to initiate (behavior that bothers the helper).
4. As helper, respond with genuineness and then listen with empathy. (Refer to example on previous page.)
5. As rater, listen to the empathic and genuineness responses and observe the helper's attending behavior.
6. As rater, use the following form for recording ratings.
7. As rater, give feedback to helper as to quality of responses.
8. Change roles until each member has had an opportunity to be a helper, helpee, and rater.

EXERCISE AND RATING FLOW SHEET

Helper's empathy responses Feeling Words	Rating H	M	L

Attending Behavior H	M	L

Feelings	Helper's Genuineness Responses Specific Reasons for Feelings	Effect

Rating H	M	L

Exercise 9.8

Name _____

Date _____ Hour _____

GENUINENESS: INTEGRATING COMMUNICATION SKILLS

GOALS

In this exercise you will learn

1. to rate responses as to the quality of conditions of attending, empathy, summarizing, questioning, and genuineness.
2. to give feedback on the quality of the helper's skills.
3. to act upon feedback given you.

DIRECTIONS

1. When instructed to do so by trainer, form clusters of three for an extended dialogue in which you will rate each other on five peer counseling skills--attending, empathy, summarizing, questioning, and genuineness.
2. Take among the three cluster members the roles of helper, helpee, and rater until you have role played each role once.
3. As rater, rate all five skills. You are to pay special attention in this exercise to how well the helper responds genuinely when the helper, for some reason, has real feelings toward the helpee that interfere with his/her ability to help. Your responsibility is to rate how genuine the helper's responses were when these feelings occurred.
4. As helper, respond both with empathy and genuineness and then with empathy again after a genuine response was made.
5. As rater, rate the quality of all five conditions if they apply. Use the previously provided rating scales--for attending see Exercise 4.5; for empathy, Exercise 6.7; for summarizing, Exercise 7.1; for questioning, Exercise 8.3; and for genuineness, Exercise 9.7.
6. As helpee, role play a situation in which you can interact with the helper over an extended dialogue.

Exercise 9.8 (Continued)

EXAMPLE of Rating Flow Sheet for Integrating Communication Skills

Attending			Empathy Feeling Words	Rating			Summarizing			Questioning			Genuineness (Write-in "I" Message)	Rating		
H	M	L		H	M	L	H	M	L	H	M	L		H	M	L
X			Puzzled	X			Not Applicable			Not Applicable			Expressed Anger	X		
X			Feel Bad		X		X			Not Applicable			Relief and Pleased	X		

EXERCISE AND RATING FLOW SHEET FOR INTEGRATING COMMUNICATION SKILLS
(Examples are provided on first two lines)

Attending			Empathy Feeling Words	Rating			Summarizing			Questioning			Genuineness (Write-in "I" Message)	Rating		
H	M	L		H	M	L	H	M	L	H	M	L		H	M	L
1																
2																
3																
4																
5																
6																

For Rating use H = High, M = Medium, and L = Low

Exercise 9.9

Name _____

Date _____ Hour _____

GENUINENESS SKILL
USING GENUINE RESPONSES

GOALS

In this exercise you will learn

1. to record genuine responses.
2. to identify situations in which genuine responses are used.

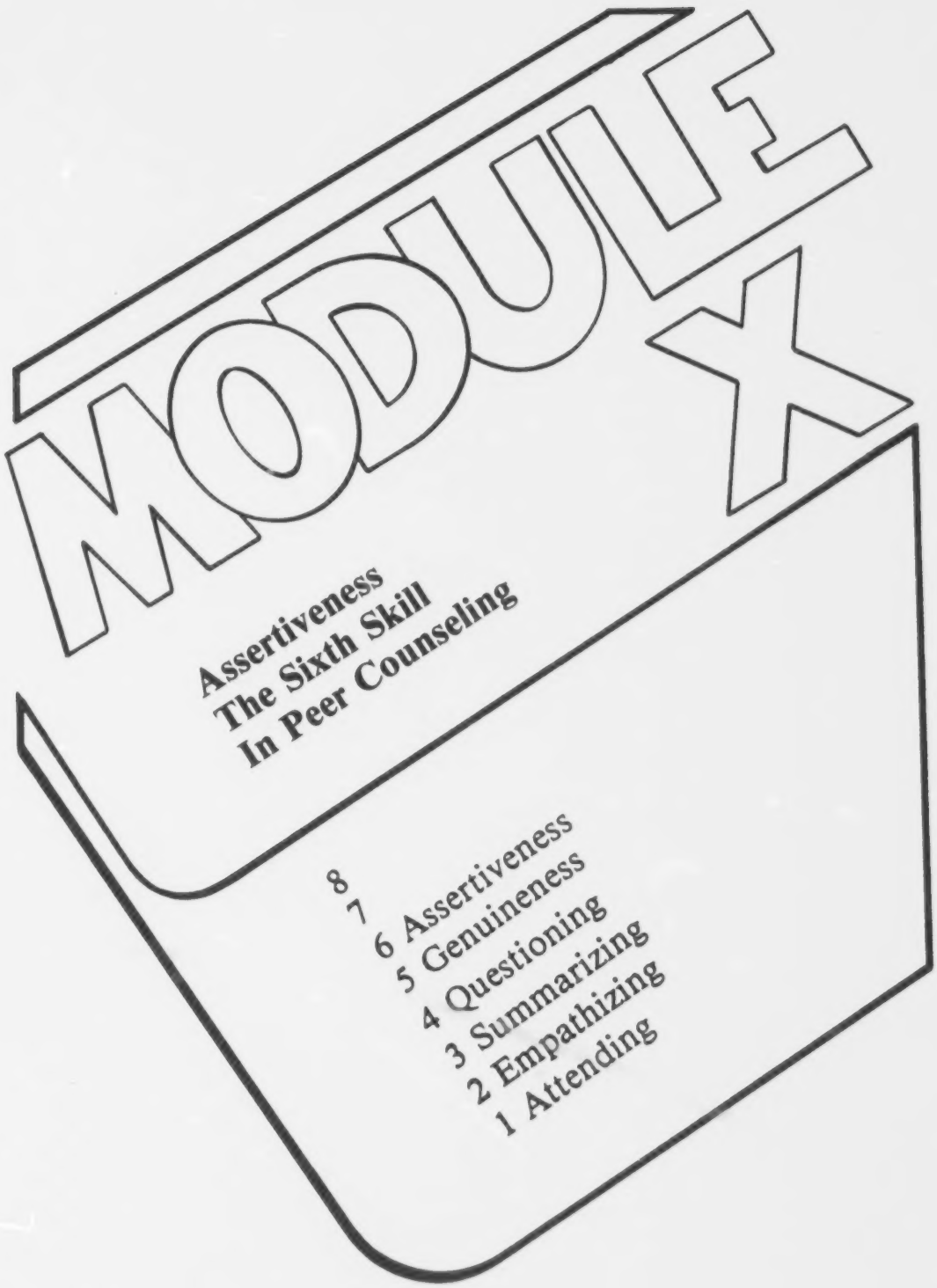
DIRECTIONS

1. List the situations on this sheet in which you responded genuinely since the last training session. (Become aware that genuineness is not just used in helping situations but many other times in everyday life.)
2. Record responses you made in each situation.
3. Be prepared to discuss your responses in the next training session.

Exercise 9.9 (Continued)

EXERCISE

SITUATION	RESPONSE MADE
EXAMPLE Teacher accuses me of cheating.	"When you accuse me of cheating, I feel hurt because I don't want you to think less of me."
Your Experience:	Your Response:


MODULE X
Assertiveness
The Sixth Skill
In Peer Counseling
8
7
6 Assertiveness
5 Genuineness
4 Questioning
3 Summarizing
2 Empathizing
1 Attending

MODULE **10**

ASSERTIVENESS SKILL

Many individuals confuse assertion and aggression. To recognize the difference and to use assertion rather than aggression is very important as a helper. Both assertion and aggression involve standing up for one's rights. The crucial difference, however, is that the aggressive person violates the rights of others while the assertive person does not.

EXAMPLES

Situation Number One: *At a meeting a young man is distracted by a conversation taking place behind him. He turns around and says hostilely,*

Aggressive—*"Would you shut up, I can't hear."*

Assertive—*"I'm having trouble hearing. Would you please stop talking?"*

Situation Number Two: *When the time comes for evaluation on the new job, the employee is unhappy about receiving a lower evaluation than expected. The employee goes up to the boss and states,*

Aggressive—*"My work deserves a better rating. Redo my evaluation right now."*

Assertive—*"I've really worked hard at learning this job, and I think I deserve a higher evaluation. I would appreciate your reconsidering my evaluation."*

Many individuals experience unsatisfactory interpersonal relationships and frequently attribute the responsibility for this failure to others. However, a multitude of ways may exist that interfere with individuals' own ability to meet their needs. Assertiveness training is a model that is designed to help the individual deal effectively with this interference.

One crucial assumption of assertion training is that every individual is entitled to certain human rights. Among these rights are dignity, respect, and courtesy. It becomes the responsibility of individuals, however, to stand up for these rights once they become aware of them.

Assertiveness skill enables one to stand up effectively for one's own dignity, respect, and courtesy without violating the rights of others while at the same time helping others to recognize and more completely obtain their rights.

We often end up in situations where we feel that others are taking advantage of us. We at times do not stand up for our rights. The skill of assertiveness is an important skill. The goal of this training module will be to assist you in determining assertive, nonassertive and aggressive communications, and to be able to recognize your own style of communication. You also will have an opportunity to role play various situations where you may want to learn effective assertiveness skill. This skill is an extension of genuineness and very necessary in learning the skill of confrontation.

Use. This module may be used with high school students or older. It can be used as a separate training program.

Exercise 10.1

Name _____

Date _____

DIFFERENCES AMONG ASSERTIVE, NONASSERTIVE, AND AGGRESSIVE BEHAVIORS

Assertive Behavior

Assertive behavior involves the ability to express thoughts and feelings in an honest, straightforward fashion that shows respect for the other person. Assertive individuals feel good about themselves. They are capable of expressing both positive and negative feelings and opinions and have no need to rely on "not telling the whole truth." They are open, willing to take risks, and are responsible for their own behavior. Rather than relying on fate, good fortune, or other individuals, assertive persons actively engage in meeting their needs.

Behaving in an assertive manner is healthy and satisfying. Assertive individuals are aware of their basic human rights and can stand up for them. They are able to express how they are feeling and what they are thinking in an honest, firm, direct way. They are sensitive to the feeling and rights of others and usually feel good about themselves and their world.

Nonverbal components of assertive behavior include

1. good eye contact;
2. spending time with the other person;
3. calm appearance;
4. facial expression consistent with speech characteristics and content; and
5. good posture.

Verbal components of assertive behavior include

1. expressing feelings and beliefs honestly and directly;
2. standing up for one's legitimate rights;
3. expressing respect and empathy for others;
4. using "I" statements;
5. taking the initiative in interpersonal encounters;

6. offering alternatives; and

7. strong, firm voice.

Acting assertively often involves taking some risk and does not guarantee your getting your own way. It does, however, help you feel good about yourself. It also involves a responsibility to spend time with the other person and work through the issue on both sides.

EXAMPLE

1. "I know you need help on that project, but I'm tied up for the next few weeks and I don't have the time."

2. "I've worked hard in the job and feel strongly that I need a raise. If I don't get one, I'm afraid I'll be very disappointed."

Nonassertive Behavior

Acting nonassertively is an ineffective way of communicating. Individuals who are generally nonassertive have difficulty expressing their opinions, beliefs, and feelings. They do not stand up for their legitimate rights and may feel as though they are taken advantage of by others.

Nonassertive persons inhibit honest, spontaneous reactions and typically feel hurt, anxious, and sometimes angry as a result of their behavior. They frequently send double messages. Verbally they say, "Sure, I'll be glad to babysit," while nonverbally they have a tight mouth, weak voice, and indirectly communicate the opposite message.

Characteristics that nonassertive individuals display include the following:

1. exhibiting shyness;

2. being anxious and nervous;

3. discounting their own worth as persons and make others more important;

4. enjoying martyrdom;

5. placing others' wants and needs ahead of their own;

6. allowing others to make decisions for them;

7. often thinking of what they should have said too late to say it;
8. seldom being able to say no;
9. feeling guilty about saying no;
10. assuming others will know what they need;
11. keeping negative feelings inside (which may result in sadness, stomachache, headaches; and
12. often sending double messages (e.g., saying "It's okay," while tone of voice indicates anger).

Some components of nonassertive behavior are as follows:

1. not stating thoughts and feelings directly,
2. apologizing,
3. making excuses,
4. giving in to requests of others,
5. being silent, and
6. inappropriately agreeing with others.

Aggressive Behavior

Acting aggressively is another ineffective way of communicating. Persons who respond aggressively violate the rights of others. Aggressive persons may think that the only way to get their point across is to yell or cut someone else down.

The purpose of aggressive behavior is to humiliate, dominate, or put the other person down rather than simply to express one's honest emotions or thoughts. It is an attack on the person rather than on that person's behavior.

Aggressive individuals do not feel good about themselves. To make believe that they do feel good about themselves, they put others down in both blatant and subtle ways.

Aggressive persons exhibit a number of characteristics; for example, they may exhibit any or all of the following:

1. inappropriately expressing their feelings and opinions;
2. violating the rights of others;
3. discounting others, often in a sarcastic way, making themselves feel more important;
4. at times, being confrontive, hostile, sarcastic, blaming; and
5. making decisions for others.

Verbal components of aggressive behavior include the following:

1. using "you" rather than "I" statements,
2. using blame and sarcasm,
3. taking no responsibility for own behavior,
4. making no self-disclosing statements,
5. attacking worth of others, and
6. demanding own way.

Nonverbal components of aggressive behavior include the following:

1. having glaring or condescending eye contact;
2. being sarcastic, hostile, or using unusually loud tone of voice;
3. tightening facial muscles; and
4. holding body in an attacking or threatening body posture (e.g., hand on hips, leaning forward, finger pointing).

Exercise 10.1 (Continued)

Name _____

Date _____ Hour _____

GOALS

In this exercise you will learn

1. differences among assertive, nonassertive, and aggressive behavior.
2. when to use these different forms of communication.

DIRECTIONS

1. Study the information supplied in the introductory material to Module 10.
2. Think of instances when you may be assertive, nonassertive, and aggressive.
3. Think of other individuals whom you know--such as your parents, teachers, employees, and friends--and try to think of instances when they acted in an assertive, nonassertive, or aggressive manner.

EXERCISE

1. Name some instances when you behaved in the following manner, how you felt, and the result of your behavior.

_____

Assertive:

Instance _____
Feelings _____
Result _____

Nonassertive:

Instance _____
Feelings _____
Result _____

Aggressive:

Instance _____
Feelings _____
Result _____

Exercise 10.1 (Continued)

2. Name some instances when individuals you know acted in the following manner, how it made you feel, and the results.

	. Parent	. Teacher	. Employer	. Other

Assertive:

Instance _____
I felt _____
Result _____

Nonassertive:

Instance _____
I felt _____
Result _____

Assertive:

Instance _____
I felt _____
Result _____

Exercise 10.2

Name _____

Date _____ Hour _____

MY ASSERTIVENESS PROFILE

GOALS

In this exercise you will learn

1. to clarify how assertive you are.
2. to understand in which situations you are assertive.

DIRECTIONS A

1. Circle the numbers that describe your typical behavior.
2. Follow the directions at the end of the questionnaire.

EXERCISE

Responses: 3--Usually 2--Sometimes 1--Rarely

		U	S	R
1.	I participate in group activities without fear of being embarrassed.	3	2	1
2.	I make decisions easily.	3	2	1
3.	When a latecomer is served before I am, I object.	3	2	1
4.	I express my feelings.	3	2	1
5.	I am comfortable when someone watches me at work.	3	2	1
6.	If I am unhappy with the food in a restaurant, I send it back.	3	2	1
7.	I avoid being a wallflower in social situations.	3	2	1
8.	I am able to express openly my affection to others.	3	2	1
9.	If a friend makes an unreasonable request I can say no.	3	2	1

Exercise 10.2 (Continued)

		U	S	R
10.	I talk louder than normal to get others to agree with me.	3	2	1
11.	I get into physical fights with others.	3	2	1
12.	When persons are being unfair, I call it to their attention.	3	2	1
13.	I control my temper well.	3	2	1
14.	If a person has not returned a borrowed item, I remind them that it is overdue.	3	2	1
15.	If someone keeps kicking my chair, I ask them to stop.	3	2	1
16.	I return damaged merchandise.	3	2	1
17.	I stand up for my own point of view.	3	2	1
18.	When meeting new people, I start the conversation.	3	2	1
19.	I resist sharing test answers with a friend.	3	2	1
20.	I openly criticize the opinions and ideas of others.	3	2	1
21.	When someone breaks into line in front of me, I speak up.	3	2	1
22.	I have confidence in my own judgment.	3	2	1
23.	I insist that other members of my family accept their fair share of household chores.	3	2	1
24.	I speak up in a group meeting or debate.	3	2	1
25.	I resist sales pressure even though the sales pitch is strong.	3	2	1
26.	I continue an argument after another person has concluded the discussion.	3	2	1
27.	I maintain eye contact when talking with another person.	3	2	1

Exercise 10.2 (Continued)

Name _____

Date _____ Hour _____

		U	S	R
28.	I avoid name-calling when angry.	3	2	1
29.	I ask my friends for help.	3	2	1
30.	I think I'm always right.	3	2	1
31.	I ask someone to stop smoking if it bothers me.	3	2	1
32.	I control group conversations.	3	2	1
33.	If I think I have received an unfair grade, I talk to the instructor about it.	3	2	1
34.	I complete other individuals' sentences for them.	3	2	1
35.	It is easy for me to get to class on time.	3	2	1
36.	I select a seat with a group in the cafeteria.	3	2	1
37.	I feel comfortable talking to a member of the opposite sex.	3	2	1
38.	I enjoy reading nonfiction paperbacks.	3	2	1

Your assertiveness behavior score _____
(See No. 2 under Directions B)

DIRECTIONS B

To indicate your level of assertive behavior complete the following steps:

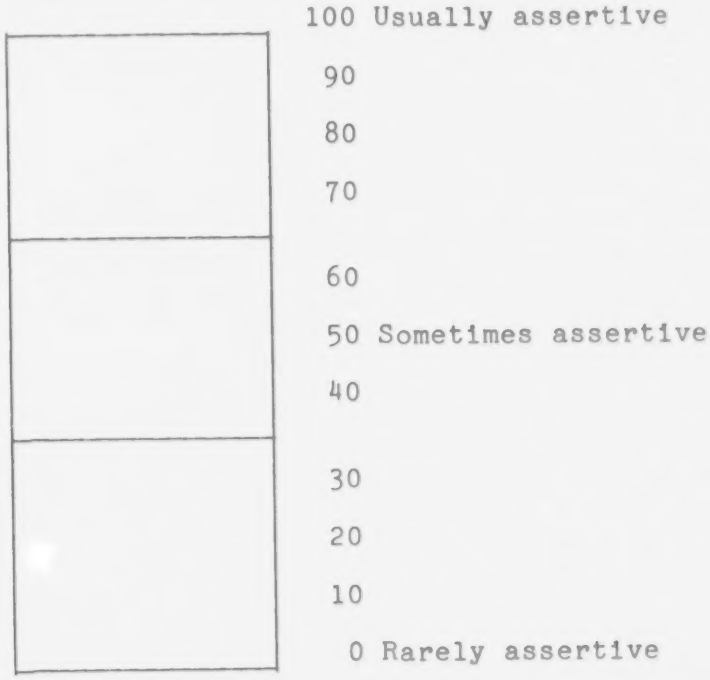
1. Cross out the following numbers: 5, 10, 11, 17, 20, 21, 26, 34, 35, 38. These are not to be included in your final score because they are not considered to be assertive behaviors.

2. Total your responses for the remaining statements. This is your assertive behavior score.

3. Mark your score on the Assertiveness Scale to find your level of assertiveness ("Almost never," "Sometimes," "Most of the time").

4. Discuss individual results with the other participants and review your own questionnaire to determine the types of activities that affected your total score.

ASSERTIVENESS SCALE



Exercise 10.3

Name _____

Date _____ Hour _____

WHEN SHOULD I BE ASSERTIVE?

Step three in assertiveness training is to identify those situations in which you want to be more effective. The questionnaire that you completed previously will help you objectively analyze your own behavior.

GOALS

In this exercise you will learn

1. to identify those situations where you need to be more assertive.
2. to identify those situations that are very threatening to you.
3. to identify those areas where you may want to make some changes.

DIRECTIONS

1. To refine further your assessment of situations in which you need to be more assertive, complete the Questionnaire To Assess Assertiveness that starts on the next page. Put a check mark in Column I by those items that are applicable to you, and then rate those items in Column II. Use the following scale to record you answer in Column II as to how you feel in relation to your behavior:

   1 as Comfortable

   2 as Tolerable

   3 as Uncomfortable

   4 as Threatening

   5 as Unbearable

2. Examine the pattern of your answers, and analyze the pattern for an overall picture of what situations and kinds of individuals threaten you. How do nonassertive and aggressive behaviors contribute to the specific items you checked on the list?

Exercise 10.3 (Continued)

3. In constructing your own program to change, it will be useful to focus initially on items you rated as being either 2 or 3. These are situations that will be easiest to change. Items you rated as 4 or 5 will be more difficult to change.

QUESTIONNAIRE TO ASSESS ASSERTIVENESS

I Check Items Applicable to Self	II Own Behavior Rated from 1 through 5 for Degree of Discomfort	A. Behaviors I Can Or Do Exhibit
_____	_____	Asking for help
_____	_____	Stating a different opinion
_____	_____	Listening to and sending negative feelings
_____	_____	Listening to and sending positive feelings
_____	_____	Dealing with someone who refuses to cooperate
_____	_____	Speaking up about something that annoys me
_____	_____	Talking when all eyes are upon me
_____	_____	Protesting a rip-off
_____	_____	Saying "no"
_____	_____	Responding to undeserved criticism
_____	_____	Making requests of authority figures
_____	_____	Negotiating for something that I want
_____	_____	Having to take charge
_____	_____	Asking for cooperation
_____	_____	Proposing an idea

Exercise 10.3 (Continued)

Name _____

Date _____ Hour _____

_____	_____	Taking charge
_____	_____	Asking questions
_____	_____	Dealing with attempts by others to make me feel guilty
_____	_____	Asking for services
_____	_____	Asking for a date or appointment
_____	_____	Asking for favors

B. Interacting With Other People

_____	_____	Parents
_____	_____	Fellow workers
_____	_____	Classmates
_____	_____	Strangers
_____	_____	Old friends
_____	_____	Family members
_____	_____	Girlfriend/boyfriend/spouse
_____	_____	Employer
_____	_____	Children
_____	_____	Acquaintances
_____	_____	Sales people, clerks, hired help
_____	_____	More than two or three individuals in one group
_____	_____	Other: _____

C. Wants And Have Acted To Obtain

_____	_____	Approval from others for things I do well

Exercise 10.3 (Continued)

_____	_____	Some help with certain tasks
_____	_____	More attention from or time with ones I love
_____	_____	To be listened to and understood.
_____	_____	More satisfaction from what is or has been boring or frustrating situations
_____	_____	To not have to be nice all the time
_____	_____	Confidence in speaking up when something is important to me
_____	_____	Greater comfort with strangers, store clerks, mechanics, and so on
_____	_____	Getting a new job, asking for interview(s)
_____	_____	Comfort with people who supervise me or work under me
_____	_____	To not feel angry and bitter a lot of the time
_____	_____	To overcome a feeling of helplessness and the sense that nothing every really changes.

A list of three areas in which I want to make changes.

1. _____
2. _____
3. _____

Exercise 10.4

Name _____

Date _____ Hour _____

DAILY LOG

The next step is to describe your problem scene. Select from Exercise 10.3 three areas in which you may want to make changes. Be sure to select a tolerable or uncomfortable situation that suggests itself from the items of the Questionnaire To Assess Assertiveness. You will be given homework assignments to keep logs for the next few days. A log is similar to a diary. A log is a written description about interpersonal encounters. It should include your perception of what happened, with whom, how you felt at the time it happened as well as afterwards, and what the consequences were.

GOALS

In this exercise you will learn

1. to identify past scenes in your life and significant aspects of them.

2. to increase your awareness of your behavior and relationships with others.

3. to identify with which situations and which individuals are difficult for you to deal with effectively.

EXAMPLES

Following is an example of a poor scene description:

> "I have a lot of trouble persuading some of my friends to listen to me for a change. They are constantly talking and there is never enough time for me. It would be nice for me if I could participate more in the conversation. I feel that I'm just letting them take over for me."

Notice that the description ignores:

a. The identity of the particular friend--<u>who</u>

b. Times this is a problem--<u>when</u>

c. The way the person is acting--<u>what</u>

d. Fears involved in being assertive--<u>fear</u>

e. Goals for increased involvement in the conversation--<u>goal</u>

Exercise 10.4 (Continued)

Try again. Here is a better example:

> "My friend Sue [who], when we go out for a hamburger [when], often goes on nonstop about her family problems [what]. I just sit there and try to be interested [how]. If I interrupt her, I'm afraid she'll think I just don't care [fear]. I'd like to be able to change the subject and talk sometimes about my problems with my family [goal]."

DIRECTIONS

1. Write a description of the scenes from Exercise 10.3, being certain to include the identity of the person involved, when it takes place (time and setting), what bothers you about it, how you deal with it, your fear of what will take place if you are assertive, and your goal.

   Always be specific. Generalizations will make it difficult later to write a script that will make assertive behavior possible in this situation.

2. Discuss your scenes in the group.

3. Break up in clusters of three and read to your partners the scenes from Exercise 10.3 that you have written and practice role playing your assertive statement. The third person should give feedback concerning the effectiveness of the assertiveness.

4. Keep a log for the next few days or weeks on scenes in your life. Your group trainer will read your logs and give you thoughtful comments.

5. For your homework assignment, keep a log for the next few days similar to the following sample log:

Name Janice Smith Date 1/13

One morning when I was in Spanish class, the teacher asked a question and then looked straight at me. I knew she wanted me to answer the question, but I couldn't remember the answer.

Exercise 10.4 (Continued)

Name _____

Date _____ Hour _____

I was really uncomfortable. I felt very embarrassed. I felt like crying. I got out of answering, but I don't like myself. I'd like to learn how to behave in situations like this so that I would feel better about myself.

At church, a friend asked me to babysit for her tonight. I said no and felt good about it. I think she was surprised, but she didn't seem to mind it; she didn't even get angry! My goal is to continue to be assertive and express myself without hurting others.

My mom yelled at me to get off the phone. She's always doing stuff like that. She makes me so mad. She's got no right to embarrass me when I'm talking to my friends. I wanted to yell back, but I was afraid, so I just went into my room and listened to my radio. I'd like to find a way to talk with Mom about how I become embarrassed when she yells at me in front of my friends.

Exercise 10.5

Name _____

Date _____

ASSERTIVE RIGHTS

To be aware of our assertive rights is often difficult and to practice those rights by saying no and meaning it for many people is even more difficult. Learning assertiveness skill will help overcome those difficulties. This exercise will help you learn to feel more comfortable in saying no.

GOALS

In this exercise you will learn

1. the basic assertive rights.
2. to say no assertively.

DIRECTIONS

1. Study the Basic Assertive Rights statments (next page) and discuss them.
2. Answer the questions on Basic Assertive Rights.
3. Form into clusters of two each.
4. One member of the cluster, play the role of a persuader who says only "Yes, you will." Ask this person to think back to a time when persuading someone to do something was really important. Ask the person to imagine that it is now important to convince the other person to give in.
5. The other member, play the role of the refuser who says "No, I won't" to the demands of the partner. Ask this person to think back to a time when saying no really meant no and to imagine that it is now that important to say no.
6. Persuader and refuser, sit facing each other. The persuader uses a tone of voice that convinces the refuser that the persuader means yes. The refuser looks the persuader in the eye, sounds firm, does not smile, and says "No, I won't."
7. Persuader and refuser, exchange roles.
8. Discusses the experience in the total group.

Exercise 10.5 (Continued)

BASIC ASSERTIVE RIGHTS

1. Right to freedom of opinion and expression.
2. Right to be independent.
3. Right to change your mind.
4. Right to say "I don't know."
5. Right to say "I don't understand."
6. Right to say "I don't care."
7. Right to make mistakes.
8. Right to feel and express anger.
9. Right to refuse requests without feeling guilty.
10. Right to offer no excuses to justify your behavior.

QUESTIONS ON BASIC ASSERTIVE RIGHTS

1. Do you agree with these rights?
2. Should there be additional rights? If so, give examples.
3. Can these rights be carried too far? If so, illustrate.
4. If you exercise these rights, what responsibility do you have for the other person.
5. Are there appropriate times to be assertive? Give illustrations.

Exercise 10.6

Name _____

Date _____

PUTTING ASSERTIVE SKILLS INTO ACTION

Often much practice is required to learn to be assertive and stand up for yourself. The following is an exercise that will help you practice your skills.

GOALS

In this exercise you will learn

1. to practice assertive skills.
2. to put together assertive messages.

EXAMPLE ASSERTIVE STATEMENTS

"I dislike it when you interrupt me halfway through a sentence and would appreciate your not doing it any more."

"I feel rather nauseated by your cigarette smoke and it's bothering me. I'd appreciate it if you'd put it out."

COMPONENTS OF ASSERTIVE BEHAVIOR

1. Eye Contact. Looking directly at a person to whom you are speaking is an effective way of declaring that you are sincere about what you are saying and that your words are directed to that person.

2. Body Posture. The weight or import of your messages to others is increased if you face the person, stand or sit appropriately close, lean toward the person, and hold your head erect.

3. Gestures. A message accented with appropriate gestures takes on an added emphasis; overenthusiastic gesturing, however, can be distracting.

4. Facial Expression. Have you ever seen someone trying to express anger while smiling or laughing? It just does not come across. An effective assertion requires an expression that agrees with the message.

Exercise 10.6 (Continued)

5. Voice Tone, Inflection, Volume. A whispered monotone will seldom convince another person that you mean business, while a shouted response may cause the listener's defenses to obstruct the path of communication. A level, well-modulated, conversational statement is convincing without being intimidating.

6. Timing. Spontaneous expression generally will be your goal because hesitation may diminish the effect of an assertion. Judgment is necessary, however, to select an appropriate occasion. For example, consider a student who has been distracting other students during a student council report. The teacher might speak to the student alone rather than in front of the class, where he/she may feel the need to respond defensively.

7. Content. What you say is important. Expressing yourself by honestly stating your own feelings is more effective than downgrading the other person. You could downgrade the student in the previous example by saying "You really are a jerk!" Or you could assert your point of view by saying "I'm really frustrated that you keep talking when I'm trying to give the report."

DIRECTIONS

1. Look at the specific "Situations To Be Used In Role Play" and pick one for your triad. One person makes the assertive statement, another person responds, the third person gives the rating using the Rating Flow Sheet for Assertive Messages.

2. Exchange roles and repeat so that each person has played all three roles.

3. If time permits, select a second situation and repeat Directions 1 and 2.

SITUATIONS TO BE USED IN ROLE PLAY

1. A friend wants to borrow money that you have saved.

2. Your parents ask you to cancel your plans to be with them.

3. A salesperson refuses to fix a defective radio you just bought.

4. Someone complains constantly to you about personal problems.

Exercise 10.6 (Continued)

Name _____

Date _____ Hour _____

RATING FLOW SHEET FOR ASSERTIVE MESSAGES

Circle the rating for each aspect of each situation. Ratings are H (High, good assertion), M (Medium, average assertion), and L (Low, poor, or nonexistent assertion).

ASPECT	Situation 1	2	3	4
Body Posture	H M L	H M L	H M L	H M L
Gestures	H M L	H M L	H M L	H M L
Facial Expression	H M L	H M L	H M L	H M L
Eye Contact	H M L	H M L	H M L	H M L
Voice Tone	H M L	H M L	H M L	H M L
Verbal Expression	H M L	H M L	H M L	H M L
"I" statements	H M L	H M L	H M L	H M L
Feelings	H M L	H M L	H M L	H M L
Specific situation	H M L	H M L	H M L	H M L
How it affects me	H M L	H M L	H M L	H M L
My goal	H M L	H M L	H M L	H M L

MODULE XI

Confrontation
The Seventh Skill
In Peer Counseling

8
7 Confrontation
6 Assertiveness
5 Genuineness
4 Questioning
3 Summarizing
2 Empathizing
1 Attending

MODULE **11**

CONFRONTATION SKILL

We frequently are given conflicting messages that cause us either to disbelieve one of the messages and accept the other or to be confused about which is the accurate message. Friends may tell us, however, that they really want to succeed in getting good grades, but in the very next breath tell us that they never do homework or study for tests. These comments form a double message because they can't both be true. To deal effectively with a double message we use a skill called ***confrontation.*** **Confrontation skill is being able to identify and to respond—communicate, provide feedback—regarding those discrepancies in another person's behavior in such a manner that the other person can grow.**

Often, as a peer counselor, you are put in a position in which people begin to trust you and they tell you one thing, but do another. The skill of confrontation is very helpful in dealing with this situation. For example, someone may promise to quit a self defeating habit but continue the habit on special days such as on the weekend. Confrontation is the appropriate skill for this situation. At times, with your friends or family, you will receive double messages. They may say one thing and do something else. If an intervention is needed, then being able to confront another person often will lead to change in the person's behavior. Role playing and practice situations will be utilized in learning this skill.

Confrontation, when done well, enables us to point out the two messages the other person is expressing without our creating anger or defensive behavior on that person's part. In this way we can make sure, without the risk of losing a friend or acquaintance, that the other person is either aware of the confusion or gives us only one message or changes the message.

Confrontation is one skill that can be used when you decide to level with friends about their conflicting behavior or about something that bothers you. Possibly a friend has been drinking too much lately or has been breaking promises; these are just a few examples of the times when you may want to use confrontation.

The following material is designed to teach you confrontation skill for your use with people about whom you care.

GUIDELINES FOR USE IN CONFRONTATION

1. *Confront the person when you are calm and have planned what you are going to say.*

2. *Have careful documentation for what you are saying. Use examples.*

3. *Confront the person at a time when and location where others are not present.*

4. *Time the confrontation so that the person being confronted is open to receiving the interpretation without becoming defensive.*

5. *Make the confrontation concise and to the point.*

6. *Communicate a genuine and sincere interest in the well-being of the person being confronted.*

7. *Give the other person plenty of your listening time.*

8. *Have someone else sit in on the confrontation if appropriate.*

DEFINITION OF CONFRONTATION SKILL

Confrontation is best described as the means a helper uses to point differences or discrepancies in the following incidents:

A. Difference between what the helpee is saying and doing.

Example: *"You say you deserve an A in the course, but at the same time you have been telling me all the things on which you have done poorly in the course."*

B. Difference between what the helpee has been saying and others have reported him/her doing.

Example: *"You tell me you have been studying one hour after school, but your mother told me that you never study after school hours."*

C. Difference between what the helpee says and how he/she feels or looks.

Example: *"You say you are not angry but your voice sounds upset and your face looks very angry."*

CHARACTERISTICS OF CONFRONTATION SKILL

1. *The helper must possess an accurate understanding of the helpee and must have used empathy and genuineness.*

2. *Confrontation is to be timed so that the person being confronted is open to receiving the interpretation without becoming defensive.*

3. *Confrontation must be related to the situation in which the two people are engaged; it should not appear unexpectedly.*

4. *Confrontation should be concise and to the point.*

5. *The confronter must be able to communicate a genuine and sincere interest in the well-being of the person being confronted.*

Use. This module can be used with older high school students and adults. It can be a separate training program to be used in drug and alcohol intervention training, for confronting people to receive or to seek professional help, and in employer-to-employee, parent-child, or teacher-student relationships.

Exercise 11.1

CONDITIONS OF CONFRONTATION

The decision to confront another person is made upon two major conditions:

1. the quality of the relationship; generally, the stronger the relationship the more powerful the confrontation may be.

2. the perceived ability of the person being confronted to act upon the confrontation.

If at the moment a person's anxiety level is high or the person's motivation or ability to change is low, the confrontation will not be utilized as an invitation for self-examination, therefore, it should not take place.

Confrontation is a combination of high empathy and genuineness and must be done so as to help the relationship grow and become more productive. To confront in a blunt, destructive manner is seldom helpful to the relationship or the person being confronted.

Confront another person only if you do intend to get involved with the person and can stay involved with the person. The involvement would need to be the kind where the helper would feel free enough to try genuineness, summary, and so forth.

The purpose of confrontation is to free the person being confronted so that he/she can engage in better behavior. Therefore, try confrontation when you as a helper believe you can assist the helpee to try new behavior after he/she is aware of this unwanted behavior.

Two conditions that help decide whether to confront the helpee and an illustrative question to ask self for determining whether or not each condition is met are as follows:

1. The quality of the relationship. Illustrative Question: Do I, the helper, experience a close relationship?

2. The ability of the person being confronted to act upon the confrontation. Illustrative Question: Is the person emotionally strong enough to understand the confrontation?

The determination of how strongly you word a confrontation depends on how certain you feel. For example, if you are very aware of the discrepancies of the helpee's behavior, then you will have a strong confrontation.

GOALS

In this exercise you will learn

1. conditions under which confrontation can be helpful.
2. kinds of a relationship you, as helper, need with a helpee for confrontation to be effective in peer counseling.
3. how your skills of empathy and genuineness are essential for meaningful confrontation.

EXAMPLE

Person: My best friend Jim.

Quality of Relationship: I have known him for 10 years and we spend much time together.

Incident: Jim got so drunk last night that he threw up on his date and I had to drive him home. This is the sixth time this has happened in the last two weeks.

Confrontation Statement: "I have become increasingly upset at your drinking behavior. Every time we've been together in the last few weeks you have drunk so much that you had to throw up and I had to drive you home. The last time you had such a hangover you made me late for school trying to get you up. Your parents are really worried about your drinking and so is your girlfriend. I'm so upset that I can't continue to hang around with you if you keep on like this. What I want you to do is to get some help for your drinking problem and quit drinking."

DIRECTIONS

1. Study the information supplied
   a. as introductory material to Module 11.
   b. as introduction to this Exercise, 11.1.
2. Think of someone you would feel comfortable confronting.

Name _____

Date _____ Hour _____

3. In identifying the person, consider the quality of relationship you have with the person identified in Direction Number 2.

4. Identify a behavior or an incident the person identified in Direction Number 2 did that did not seem usual for that person, i.e., differences between what the person says and does or differences between what others say and what the person does.

5. For the behavior or incident identified in Direction Number 4, develop a confrontation statement.

6. Record your responses to Directions Numbers 2, 3, 4, and 5 in the spaces provided in the Exercise (next section).

7. Be prepared to discuss your responses to Directions Numbers 4 and 5 (not numbers 2 and 3) within the group in the next session.

EXERCISE

1. Name of person you would feel comfortable confronting.

2. Quality of relationship you have with person listed in Number 1.

3. The behavior or incident done by the person named in Number 1. The behavior or incident is to be one about which you feel you could confront the person and be helpful to him/her. Describe the behavior.

4. Develop a confrontation statement appropriate for the behavior or incident described in Number 3.

Exercise 11.2

Name _____

Date _____ Hour _____

PERCEIVING CONFRONTATION SKILL

GOALS

In this exercise you will learn

1. the way confrontation responses can differ in helping potential.
2. to rate confrontation responses.

DIRECTIONS

1. Study the Rating Scale for Confrontation Skill.
2. Rate the responses for Situations One and Two.
3. Be prepared to discuss your ratings.

RATING SCALE FOR CONFRONTATION SKILL

The terms High (H), Medium (M), and Low (L) will be used to identify the quality of the confrontation responses. The following statements are definitions of High, Medium, and Low conditions of confrontation.

High Conditions of Effective Confrontation (H): The helper indicates differences clearly and points out the discrepancies in one of the following three areas:

1. Difference between what helpee says and does.
2. Difference between what others say and what helpee does.
3. Difference between helpee's feelings and actual behavior or difference between what helpee says and how helpee feels or looks.

Exercise 11.2 (Continued)

Medium Conditions of Effective Confrontation (M): Hints at the difference but is not clear.

Low Conditions of Effective Confrontation (L): Avoids the differences completely in the conversation.

EXERCISE

Situation One

Teenager to Parent: "I've lived here all my life but I don't know anybody. Even here at school I just can't seem to make friends. I try to be nice to other kids, but I feel all uncomfortable inside and things just don't go right. Then I tell myself I don't care, people aren't any good, everyone's out for himself. I don't want any friends. Sometimes I think I really mean it."

Helper Responses for Situation One

Rating

_____ 1. "You're in a real bind. You want to make friends but you find you excuse yourself when you don't succeed as you'd like to."

_____ 2. "There's nothing wrong with that. Many people learn to live secluded lives."

_____ 3. "You're concerned because you haven't been able to make friends."

_____ 4. "You're excusing yourself when you find it's difficult to go out to others. You know that you need and want others in your life. As long as you make excuses, you will feel this emptiness."

_____ 5. "Can you tell me what are some of the things you've done to make friends?"

_____ 6. "You can join this club I belong to. We have a small group and need members. You'll make lots of friends and have lots of fun."

Name _____

Date _____ Hour _____

_____ 7. "When you tell yourself you don't care, that people aren't any good, you wind up feeling crummy inside."

Write the concerns or questions you have as a result of rating the responses to Situation One.

Situation Two

Student to Teacher: "I can't see why you gave me a 'C' on my paper. I worked on it for six weeks. I know Joe worked hard on his, too, and you gave him and 'A'. That doesn't seem fair to me."

Helper Responses for Situation Two

Rating

_____ 8. "You don't think 'C' is a fair grade on the paper."

_____ 9. "You've put a lot of effort into this paper and it really upsets you that Joe got the higher grade. Let's look over the objectives I set up and see if your 'C' fits them."

_____ 10. "You feel I wasn't fair in grading your paper."

_____ 11. "You are angry I gave you a 'C' and you think you did as well as Joe, but yet you feel Joe worked very hard also."

Write the concerns or questions you have as a result of rating the responses to Situation Two.

Exercise 11.3

ROLE PLAYING FOR CONFRONTATION SKILL AND RATING THE HELPER

In this exercise you are going to learn to deal with the skill of confrontation as a helper, helpee, and rater. You will be given different situations to role play. In one situation you will role play the helper and illustrate your skill in effective confrontation in that situation. In another situation you will have an opportunity to rate a helper's ability at utilizing effective confronting. In a third situation you will take the role of the helpee who is demonstrating a differing behavior.

GOALS

In this exercise you will learn

1. confrontation skill through role playing and rating others who are using confrontation skill.

2. to discriminate better among high, medium, and low conditions of effective confrontation.

3. to utilize different peer counseling skills including confrontation skill in a helping relationship.

DIRECTIONS

1. Form clusters of three with one person initially being in the helpee role, another in the helper role, and the third in the rater role.

2. Choose one of the Role-Playing Situations found on the next page to role play in your cluster.

3. Role play the situation chosen with the helpee describing the situation to the helper and the helper responding by using peer counseling skills.

4. Continue the experience through three or four interchanges with the helper sending at least one confrontation message during the dialogue. The rater is to rate only the confrontation message sent by the helper in this exercise. Use Flow Sheet for Rating Confrontation as instructed in Directions 1 through 6.

5. After four or five interchanges, stop the role playing and have the rater give feedback to the helper as the quality of the confrontation response.

6. Repeat the experience until all members of the training cluster have had an opportunity to play each role. You have a choice as to what situations you wish to use. You may use the same one over again, choose another one from the list of Role-Playing Situations or create one of your own.

7. After you have done this exercise several times and are becoming competent in giving effective confrontation messages, follow your trainer's directions to do an extended role-playing exercise.

8. In the extended dialogue (role playing) exercise, do the following:

   a. Extend a dialogue over a minimum of eight helper responses.

   b. Use as many of the six peer counseling skills as the role-playing situation will permit.

   c. Use a real situation if one of the three cluster members wants help regarding something of concern to him/her.

9. As rater for the extended exercise, use the Flow Sheet for Rating Confrontation and Other Communication Skills found on a separate page later in this exercise (11.3). Follow the directions given there.

ROLE PLAYING SITUATIONS

Below are listed seven role situations that lend themselves easily to possible confrontation conditions. Before you start working within your cluster of three trainee, choose one or more of the roles and experience how the role develops. Use a helper and helpee as the developers of the role. The rater will rate the effectiveness of the helpers' confrontation behaviors using the Rating Scale for Confrontation Skill provided in Exercise 11.2.

Exercise 11.3 (Continued) Name _____

Date _____ Hour _____

In assuming these roles use extra precaution to be certain that the role behavior is not the usual role of the person being portrayed. To do otherwise will result in no discrepancy in the two behaviors and thus no opportunity will exit for confrontation to take place.

1. Role play a person who often criticizes the behavior of other individuals.
2. Role play a person who is extremely shy in groups.
3. Role play a person who frequently embarrasses others by rude remarks and bad table manners.
4. Role play a person who jokes about the problems of others.
5. Role play a person who constantly express a great deal of affection for everyone.
6. Role play a person who is so "nice" that it is "unreal."
7. Role play a person who is constantly high on pot.

EXERCISE

FLOW SHEET FOR RATING CONFRONTATION

Follow the instructions in Directions 1 through 6. During the role playing use one of the situations listed in this exercise in section entitled "Role Playing Situations."

First Role Playing Where You Are Rater

Rating for (Name the Helper) _____

Confrontation Rating (check one) ____H ____M ____L

Reason for Rating:

Second Role Playing Where You Are Rater

Rating for (Name the Helper) _____

Confrontation Rating (check one) ____H ____M ____L

Reason for Rating:

Exercise 11.3 (Continued)

Flow Sheet for Rating Confrontation and Other Communication Skills

This flow sheet is to be used for extended dialogue exercises in rating each of the skills you have learned, however place emphasis on the skill of confrontation. Since in any interchange all of the skills must be available when needed, this rating flow sheet enables the rater to rate all of the helper's responses and will help you to understand how confrontation fits into the total helping relationship.

Rating for (name person) _____

Attending Response			Empathy				Summarizing			Open-Ended			Genuineness ("I" message)			Assertiveness			Confrontation		
H	M	L	Feeling Word	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L
1.																					
2.																					
3.																					
4.																					
5.																					
6.																					

Rating for (name person) _____

1.																					
2.																					
3.																					
4.																					
5.																					
6.																					

MODULE XII

Problem Solving
The Eighth Skill
In Peer Counseling

8 Problem Solving
7 Confrontation
6 Assertiveness
5 Genuineness
4 Questioning
3 Summarizing
2 Empathizing
1 Attending

MODULE **12**

PROBLEM-SOLVING SKILL

As a peer counselor, you easily can, at this point, listen to problems and concerns of others. Helping others to explore and understand is a good start in peer counseling and often is all that is necessary, because a sounding board may be all your peers need. However, many times listening and understanding does not go far enough. **A helpee may need to take some action in order to grow. This action behavior can take the form of problem solving.** In these situations unless you have participated in helpees' solving of their own problems, the listening is not really helping.

If we listen to someone long enough, problem solving becomes an important skill to assist people. Often just to listen is not enough and sometimes people need help in making decisions. **Problem solving is considered the action that brings about change.** Without learning the action stage of helping, earlier skills of empathy and attending are sometimes of little value. This module on problem solving will assist you not only in learning the complete problem, but also in learning techniques of "brainstorming", the effect of values on decisions, picking the best solution, and putting the solution into action.

Many ways are available to solve problems and using the communication skills you have learned up to now is one of those ways. When listening is not enough, you will need some other problem-solving techniques. The skill in Module 12 will give you new ways in which you can help others arrive at problem-solving action. Notice we didn't say solve their problems for them, rather the meaning was to help them take the action.

Problem-solving techniques you will be learning will teach you how to brainstorm, choose the best solution, consider values, and develop a plan of action. You may not want to use all of these techniques each time but they come in handy when you have done a good job of exploring and understanding and need to take the next step toward behavior change. In addition, learning the problem-solving skill will benefit you as well as your helpee when you want to change your behavior and need ways to make this change.

Use. This activity can be useful with high school and adult age individuals and can be used as a separate activity for a problem-solving unit.

Exercise 12.1

PROBLEM-SOLVING PROCEDURES

Basic communication skills will be used in problem-solving behaviors. For example, in exploring the problem the helpee will use the skills of empathy, attending, and questioning. During the understanding part of problem solving, the helpee would use genuineness, summarizing, and confrontation.

GOALS

You will learn the seven steps in problem solving.

DIRECTIONS

1. Review the following "Seven Steps in Problem Solving."
2. Note differences in what is being done by the helpee and the helper.
3. Be prepared to discuss the seven steps at the next training session.

SEVEN STEPS IN PROBLEM SOLVING

HELPEE STEPS IN PROBLEM SOLVING	HELPER PROCEDURES AND SKILLS IN PROBLEM SOLVING
Step 1. Exploring the Problem	
The helpee explains the initially stated problem, in very general terms.	The helper will use the skills of empathy, attending, and open-ended questioning.
Step 2. Understanding the Problem	
The helpee looks at all aspects of the problem, reasons for concerns, and underlying feelings about the different aspects of the problem.	The helper will use the skills of attending, empathy, open-ended questioning, genuineness, and confrontation.

Step 3. Defining the Problem

The helpee clearly states the concerns in specific terms as they relate directly to the helpee. The definition needs to refer not only to the dimensions of the problem but to the helpee goals to be achieved by problem solving.	The helper gains agreement about the real concerns through the use of summarizing skill.

Step 4. Brainstorming All Alternatives

The helpee thinks of all possible alternatives without evaluating them. The helpee's goal is to arrive at as many alternatives imaginable.	The helper with the helpee brainstorms all courses of action (alternatives) which can be directed toward solving the defined problem. The helper suggests possible alternatives if helpee is having difficulty and asks open-ended questions to move the helpee into thinking of alternatives.

Step 5. Evaluating Alternatives

The helpee examines the values held. (A value is something that is very important to the helpee. Values help establish priorities and direct you in your choices.) The helpee also examines the strengths and weaknesses that relate each of the alternatives identified in the brain storming activity.	The helper lists the values that relate to the problem and underlines the most important values of the helpee. The helper lists helpee's strengths as they relate to each alternative. The helper lists helpee's weaknesses in implementing alternatives. The skills of empathy, open-ended questioning, and summarizing are used.

Exercise 12.1 (Continued)

Step 6. Deciding the Best Alternative

The helpee decides the best alternative in light of values that influenced the selection of the alternative. The helpee examines the strength that will implement the alternative. The helpee answers the following questions about the selected alternatives:

A. Do I have all the data available?

B. Is the alternative specific?

C. Is the alternative believable to me?

D. Does the alternative coincide with my values?

E. Does the alternative help me grow as a person?

F. Is the alternative something I can control?

G. Is the alternative what I want to do?

The helper will write the best solution and list the value(s) that are involved in making the decision. The helper lists the strength(s) needed to implement the alternative. The helper will ask the helpee the following questions:

B. Is the alternative specific enough?

C. Is the alternative believable and conceivable for you?

D. Does the alternative coincide with your values?

E. Does the alternative help you grow as a person?

F. Is the alternative something you can control?

G. Is the alternative something you want to do?

The helper may use the skills of open-ended questioning and empathy.

Step 7. Implementing the Alternative

The helpee will develop a plan of action to implement the best alternative. The helpee will answer the following questions:

A. What are my goals which need to be met in order to solve this problem?

The helper will assist the helpee to implement a reasonable plan of action. Please list the answers to the following questions:

A. What goals do you have that are met by this alternative?

Exercise 12.1 (Continued)

B. What is the first action necessary to put plan into operation?	B. What is the first action necessary to put the plan into operation?
C. What are the next activities in the plan and what sequence must take place to reach my goal?	C. What are the next activities in the plan and in what sequence can you put them to reach your goal?
D. What obstacles are in the way to reaching the goal?	D. What obstacles are in the way to reaching your goals?
E. What strengths do I possess to overcome the obstacles in my way?	E. What strengths do you possess to overcome those obstacles.
F. Who else will be needed to implement the alternative chosen?	F. Who else will be needed to implement the alternative chosen?
G. What time lines are needed to reach my goals?	G. What time lines are needed to be put into action?
H. Where are the activities to take place?	H. Where is this alter native to be put into action?
I. When do I take my first action?	I. When are you going to take the first action?

Exercise 12.2

PROBLEM-SOLVING DIALOGUE

GOAL

In this exercise you will learn to become familiar with the dialogue when using the seven steps in problem solving.

DIRECTIONS

1. Read the example of problem-solving dialogue included in Exercise 12.2.

2. Study how the helper achieves each of the seven steps within the dialogue.

3. Note the ease with which the helper moves from one step into the next.

4. Review the seven steps so as to become familiar with the sequence and a means for achieving each.

EXERCISE

EXAMPLE: PROBLEM-SOLVING DIALOGUE

Step 1--EXPLORING THE PROBLEM (Interchange which explores the problem)

Helpee: "I don't know what job to get once I get out of school."

Helper: "You're unsure of the kind of job you want?"

Helpee: "Yes, I think I want to get into the medical area but I am not sure."

Helper: "Medical careers turn you on, but you are not sure."

Helpee: "That is what I think I am working toward because I have taken nothing but science courses since I have been in high school."

Helper: "What jobs in the medical field have you considered?"

Helpee: "I have thought about being a doctor but I don't think I could make it, so I guess I will be a nurse."

Exercise 12.2 (Continued)

Step 2--UNDERSTANDING THE PROBLEM (Interchange which understand the problem)

Helper: "You really would like to be a doctor but it is too much to make it."

Helpee: "Yes. It takes so long to go to school, I don't know whether I have the stamina to make it."

Helper: "You feel uncertain if you have the energy to make it through medical school."

Helpee: "Being a doctor is something I have always wanted to do and my family has been planning on me going."

Helper: "I hear you saying two things--You really want to do it, you have the support, but you seem to not have the confidence in yourself that you can make it."

Helpee: "Yes, my self confidence is something I hardly ever have, I convince myself that I can't do certain things and it really hurts when I go ahead and do things."

Helper: "You put yourself down a lot. I guess I feel uncomfortable when you put yourself down and it causes me to maybe suggest other careers for you that you will have the confidence to do. This concerns me that you may regret it later."

Helpee: "It seems like the more I talk about my lack of confidence, others feel sorry for me and try to tell me I can do it. I don't need a pep talk from others."

Step 3--DEFINING THE PROBLEM (Interchange which defines the problem)

Helper: "You feel really confused about your future job, but even more important now is lack of confidence in yourself."

Helpee: "Yes, I guess what I really need to look at is understanding myself and feeling good about how I am so I know myself and can really do something or not do something."

Exercise 12.2 (Continued)

Helper: "Let me check this out--You want to understand your abilities, you want to feel good about yourself now, then you will really be able to work toward a definite career goal."

Helpee: "Yes, that is really where I am now."

Step 4--BRAINSTORMING (Interchange which uses brainstorming techniques)

Helper: "Let's look at some ways to find the answers about yourself and feel good about you. I will write the ideas down and keep notes. Let's not evaluate any of the ideas. Let's just keep notes."

Helpee: "Well, I could sign up for counseling or take some of those courses on understanding yourself."

(Helper writes two ideas--"counseling" and "self help course.")

Helper: "You could take a series of tests to see your strengths and weaknesses as far as ability."

(Helper writes "testing.")

Helpee: "I could ask my friends what they think about me or I could just spend time thinking about it."

(Helper writes "ask friends.")

Helper: "You could ask your family or teachers how they see your abilities."

(Helper writes "ask family or teachers.")

Helpee: "I could sign up for one of the Human Potential Groups at school."

(Helper writes "Human Potential Groups.")

Step 5--EVALUATING ALTERNATIVES (Interchange which evaluates alternatives)

Helper: "Let's look at the list of suggested alternatives and then figure if any of your values are applicable to it, then let's look at your strengths and weaknesses that are applicable to each alternative. We can do it by making two charts that will compare each of the qualities with which we are working."

Through working with the helpee, the helper and the helpee have identified important values held by the helpee. In the case illustrated but not included in the Sample Problem-Solving Dialogue, five important values were identified--having independence, gaining an education, doing well on tests, having a family life, and having friends. These five values were used in a chart to examine whether or not each alternative would be appropriate for each value held. The "Comparison Chart of Values to Each Alternative" is shown for the Sample Problem-Solving Dialogue.

COMPARISON CHART OF VALUES TO EACH ALTERNATIVE

Alternatives (as identified in Step 4)	Value 1 Independence	Value 2 Education	Value 3 Do well on tests	Value 4 Family Life	Value 5 Friends	Total Yes Responses
1. Counseling	Yes	Yes	No	No	Yes	3
2. Self-help Course	Yes	Yes	Yes	No	Yes	4
3. Testing	No	Yes	Yes	No	No	2
4. Ask Family	No	No	No	Yes	No	1
5. Ask Friends	No	No	No	No	Yes	1
6. Human Potential	Yes	Yes	Yes	No	No	3

Following the completion of the "Comparison Chart of Values to Each Alternative," the helper used another chart to enable the helpee to examine strengths and weaknesses of the helpee as related to each alternative. The "Comparison Chart of Alternatives to Strengths and Weaknesses" is shown for the Sample Problem-Solving Dialogue but the dialogue which occurred during development of the chart is not shown.

Exercise 12.2 (Continued)

COMPARISON CHART OF ALTERNATIVES TO STRENGTHS AND WEAKNESSES

Alternatives (as identified in Step 4)	Strengths (applicable to each alternative)	Weaknesses (applicable to each alternative)	Strongest Potential Character
1. Counseling	Solve things myself	Time (lack of)	Strength
2. Self Help Course	Learn quickly	Time (lack of)	Weakness
3. Testing	Do well on tests	Fear of results	Strength
4. Ask Family	Communicate openly	Family Reaction	Strength
5. Ask Friends	Leadership	Can't trust	Weakness
6. Human Potential	Like to talk	Time (lack of)	Weakness

Step 6--DECIDING THE BEST ALTERNATIVE (Interchange which decided the best alternative.)

Helper: "Underline the top value and best strength."

Helper: "There are several choices but it looks like your best choice might be the Human Potential Group and a self-help course."

Helpee: "Yes, because I enjoy learning about myself and learning in general. I am not afraid to talk about myself and I learn quickly."

Helper: "Let me ask you some questions about your decision. Is the alternative specific? Is it clear?

Helpee: "Yes."

Exercise 12.2 (Continued)

Helper: "Is it something that is believable? Could I do it?"

Helpee: "Yes."

Helper: "Does alternative coincide with your values?"

Helpee: "Yes."

Helper: "Will the alternative help you grow as a person?"

Helpee: "Yes."

Helper: "Is it something that is in the realm of your control."

Helpee: "Do you want to do it?"

Helpee: "Yes."

Step 7--IMPLEMENTING THE ALTERNATIVE (Interchange which examines implementing the alternative.)

Helper: "Now comes the hardest part of figuring out ways of implementing alternatives. Will the alternative help you meet your goals of understanding yourself now and feeling good about yourself."

Helpee: "Yes."

Helper: "What steps must you take to accomplish it?"

Helpee: "I can sign up for Human Potential Group with my counselor and probably go see the counselor about a self-help course."

Helper: "I really wonder what strengths you possess that will help you overcome your lack of time."

Helpee: "Well I like to learn and I stick to things once I have decided."

Helper: "Will anyone else be involved?"

Helpee: "My counselor."

Exercise 12.2 (Continued)

Helper: "When are you going to see the counselor?"

Helpee: "This week because the Human Potential Group starts soon and I hope to take the course in the summer."

Helper: "Where do you go?"

Helpee: "Guidance Center."

Helper: "What is your first step?"

Helpee: "Talk to the counselor."

Exercise 12.3

Name _____

Date _____

ROLE PLAYING PRACTICE
FOR
PROBLEM-SOLVING SKILL

GOALS

In this exercise you as a helper will

1. practice the seven steps in problem solving.
2. assist a helpee in using the seven steps in problem solving in a real situation.
3. assist the helpee in identifying the appropriate information for each step as it occurs.
4. learn to record appropriate information for each step as it occurs.

DIRECTIONS

1. When instructed to do so by the trainer, divide into clusters of two and one person will be the helper and the other the helpee.
2. Have the helpee to select a real situation which will require problem solving so as to enter into a dialogue with the helper.
3. Begin the problem-solving dialogue between the helpee and helper using the seven steps identified in Module 12.
4. Record as the dialogue proceeds. The helper will write in the space provided the appropriate information for each step as it occurs. (Specific directions are provided on the Flow Sheets for each step.)

5. Reverse roles and repeat the role-playing experience after having gone all the way through the seven steps. The trainer may ask for discussion among all trainees before the second role-playing practice.

6. Be prepared to discuss the experience within the total group each time after having gone through the seven steps.

EXERCISE

The Flow Sheets for use during the role playing are on the pages which follow. Directions and an example are provided for each of the seven steps in Problem-Solving Skill. The helper is to record information on the Flow Sheets as the dialogue progresses.

STEP 1. EXPLORING THE PROBLEM

(Interchange which explores the problem)

DIRECTIONS

During the problem-solving dialogue, record the problem(s) as stated by the helpee. The recording is to be done by the helper.

EXAMPLES

(Taken from the Example Problem-Solving Dialogue, Step 1 in Exercise 12.2)

1. Undecided career

2. Wants medical field but unsure of which job

NOTES FROM ROLE PLAYING (Notes are to be taken by the Helper)

Exercise 12.3 (Continued)

Name _____

Date _____

STEP 2. UNDERSTANDING THE PROBLEM

(Interchange which understands the problem)

DIRECTIONS

Take notes on various aspects and feelings of the problem as identified by the helpee during the dialogue applicable to Step 2.

EXAMPLES

(Taken from the Example Problem-Solving Dialogue, Step 2 in Exercise 12.2)

1. Takes too long to become a doctor
2. Lacks stamina (energy)
3. Family support
4. Have desire
5. Lacks self confidence
6. Puts self down
7. Friends show concern

NOTES FROM ROLE PLAYING (Notes are to be taken by the Helper)

Exercise 12.3 (Continued)

STEP 3. DEFINING THE PROBLEM

(Interchange which defines the problem)

DIRECTIONS

Write the problem and goals in specific terms as identified in the dialogue between the helpee and helper.

EXAMPLES

(Taken from the Example Problem-Solving Dialogue, Step 3 in Exercise 12.2)

Problem--confidence in self

Goals: to understand own abilities

to feel good about self

to work toward a definite career goal

NOTES FROM ROLE PLAYING (Notes are to be taken by the Helper)

Exercise 12.3 (Continued)

Name _____

Date _____ Hour _____

STEP 4. BRAINSTORMING

(Interchange which uses brainstorming techniques)

DIRECTIONS

1. Record all possible alternatives identified by the helpee and helper during the dialogue.
2. Do not evaluate any alternative during the Brainstorming, Step 4.

EXAMPLES

(Taken from the Example Problem-Solving Dialogue, Step 4 in Exercise 12.2)

1. Counseling
2. Self-help course
3. Testing
4. Ask friends
5. Ask family or teachers
6. Human Potential Groups

NOTES FROM ROLE PLAYING (Notes are to be taken by Helper)

Exercise 12.3 (Continued)

STEP 5. EVALUATING ALTERNATIVES

(Interchange which evaluates alternative)

DIRECTIONS

1. Use the "Comparison Chart of Values to Each Alternative" to assist the helper.

2. Complete the chart (helper does the writing) with the assistance of the helpee from information supplied during the dialogue, i.e., values held by the helpee and whether or not (yes or no) each value is applicable to each alternative identified in Step 4, Brainstorming.

3. After the helpee's major values are identified underline the value which the helpee says is the most important.

4. Review the chart with the helpee so that the helpee can evaluate alternatives.

EXAMPLE

A completed "Comparison Chart of Values to Each Alternative" is provided in Exercise 12.2 for the example Problem-Solving Dialogue.

COMPARISON CHART OF VALUES TO EACH ALTERNATIVE
(Helper completes during role-playing practice)

Alternatives (as identified in Step 4)	Value 1*	Value 2*	Value 3*	Value 4*	Value 5*	Total Yes Responses
1.						
2.						
3.						
4.						
5.						
6.						

*The one to five major values held by the helpee will need to be written in as column headings (e.g., Value 1, Independence is desired).

Exercise 12.3 (Continued)

Name _____

Date _____

DIRECTIONS

1. Use the "Comparison Chart of Alternatives to Strengths and Weaknesses" to assist the helpee.

2. Complete the chart with the assistance of the helpee from information supplied during the dialogue, i.e., the helpee's greatest strength and greatest weakness associated with each alternative and then identify which of the two (strength or weakness) is the strongest potential character.

3. After the chart is complete, underline the strength which the helpee says is the most appropriate strength.

4. Review the chart with the helpee so that the helpee can evaluate alternatives.

EXAMPLE

A completed "Comparison Chart of Alternatives to Strengths and Weaknesses" is provided in Exercise 12.2 for the example Problem-Solving Dialogue.

COMPARISON CHART OF ALTERNATIVES TO STRENGTHS AND WEAKNESSES
(Helper completes the chart during role-playing practice)

Alternatives (as identified in Step 4)	Strengths (applicable to each alternative)	Weaknesses (applicable to each alternative)	Strongest Potential Character
1.			
2.			
3.			
4.			
5.			
6.			

Exercise 12.3 (Continued)

STEP 6. DECIDING THE BEST ALTERNATIVE

(Interchange which decides the best alternative)

DIRECTIONS

1. Have and/or assist the helpee in choosing one or two alternatives from Step 5 that fits the helpee's values and strengths.

2. Circle on the charts completed in Step 5 the one or two alternatives chosen.

3. Proceed with the dialogue to achieve Step 6 in Problem Solving.

4. Record the helpees' answers to the important questions raised in Step 6.

5. If the questions raised can not be answered and answered in the affirmative (yes), then return to the appropriate step where the question(s) can be clarified.

INFORMATION AND QUESTIONS

(Helper records as the helpee explores the questions)

1. What values led me (the helpee) to the decision?

2. What are my (the helpee's) strength(s) to assist in implementing the alternative(s)?

3. Please check the appropriate answer to the following:

Yes	No	?		
___	___	___	A.	Do I (the helpee) have all the data?
___	___	___	B.	Is the alternative specific?
___	___	___	C.	Is the alternative believable to me (the helpee)?
___	___	___	D.	Does the alternative coincide with my (the helpee's) values?
___	___	___	E.	Does the alternative help me (the helpee) grow as a person?
___	___	___	F.	Is the alternative something I (the helpee) can control?
___	___	___	G.	Is the alternative what I (the helpee) want to do?

Exercise 12.3 (Continued)

Name _____

Date _____ Hour _____

STEP 7. IMPLEMENTING THE ALTERNATIVE

(Interchange which examines implementing the alternative)

DIRECTIONS

1. As helper, assist the helpee in examining what is necessary and how to proceed in implementing the alternative(s).
2. Record the information as the helpee identifies each for the essential items to consider in Step 7.
3. After the information is recorded on this page, review the information with the helpee.

NOTES FROM ROLE PLAYING (Notes to be taken by Helper)

1. Goal(s) to be met:

2. Procedure--activity by activity in sequential order:

   First action:

   Additional activities (list in sequential order):

Exercise 12.3 (Continued)

3. Obstacles in my way:

4. My strengths to overcome obstacles:

5. Who else will be needed?

6. Time lines:

7. Where are the activities to take place?

8. When do I take my first action?

Exercise 12.4

Name _____

Date _____ Hour _____

PLAN OF ACTION
TO ASSIST HELPEE IN PROBLEM SOLVING

GOALS

In this exercise you will learn

1. to develop a plan of action for assisting another person in problem solving.

2. to develop a sequence of activities which are meaningful and in developmental order.

DIRECTIONS

1. Identify a person whom you will assist.

2. Identify in general terms the person's problem(s) with which you believe you can assist the person. List these under Step 1 in the space provided.

3. Develop a plan of action for assisting the person in the problem solving. List the plan under Step 2 in the space provided.

4. Write the plan of action in the space provided under STeps 3 through 7.

5. Have the plan of action approved by your trainer before you follow the seven steps in problem solving, that is, before you do peer counseling with the person.

EXERCISE

Step 1. Exploring the Problem.

List in general, the helpee's problem(s) as you know the problem(s) and list only the ones with which you believe you can assist.

Exercise 12.4 (Continued)

Step 2. Understanding the Problem(s)

List in general, plans you have to assist the helpee in fully understanding the problem(s).

Step 3. Defining the Problem

Assuming your general out line of problem(s) is correct, write the problem(s) in specific terms similar to the wording you will expect the helpee to use.

Step 4. Brainstorming

If your statement(s) of problem(s) is/are correct, what brainstorming alternatives do you have for possible actions for solving the problem. Do not evaluate the feasibility of the alternatives. List the alternatives.

Exercise 12.4 (Continued)

Name _____

Date _____ Hour _____

Step 5. Evaluating Alternatives

Outline your procedures for having the helpee evaluate the alternatives which will be identified during the brainstorming dialogue.

Step 6. Deciding the Best Alternative

Outline your procedures for having the helpee decide which one or two alternatives will be seriously considered for implementation.

Exercise 12.4 (Continued)

Step 7. Implementing the Alternative

Outline your procedures for assisting the helpee in developing sequential actions for implementing the alternative chosen.

Identify the people whom you believe may need to be involved if the helpee's problem is developed to a satisfactory problem-solving solution.

Date _____ Trainer's Approval of Plan _____

MODULE XIII
Putting
Peer Counseling
Into Action

MODULE **13**

PUTTING PEER COUNSELING INTO ACTION

Now that you have learned the skills of attending, empathy, summarizing, questioning, genuineness, assertiveness, confrontation, and problem solving you will want to put these skills into action. Uses of these skills are limitless. They can be useful to you not only in peer counseling but also with your family, friends, or co-workers. These skills are just the beginning of your skill learning toward being a helper. As you become an effective peer counselor you will need additional study and help.

As a peer counselor you may be assigned counseling tasks by your trainer or you may choose to establish your own counseling relationships. We hope both will occur, thus making maximum use of skills you have learned.

You need to be involved in designing your peer counseling activities. The "Organizing Peer Counseling Flow Sheet" is designed to help you set your own goals in peer counseling for the week. Work with your supervisor to set these goals and be flexible to change. You will feel good at the end of each goal-setting period if you look at how much of the goal you actually accomplished and understand how to implement action differently the next time.

Participating in your own counseling tasks and responsibilities is an important part of your training. You are responsible not only for setting up counseling opportunities with your trainer but also for establishing your counseling goals and outcomes on a weekly or monthly basis. **Only by setting goals and following through to their completion will you continue to improve your newly learned skills.** Goal setting, acting on those goals, and checking on your success in meeting them are helpful ways to bring about your success as a peer counselor. You will have a record of what you wish to accomplish and how well you have succeeded as well as an account of your growth and accomplishments. By setting goals and checking on your progress toward reaching them, you will identify those areas in which you need additional help or skill building.

Before proceeding to implementation you will need to check your skills. At the start of your peer counseling training you took a pretest; now you can take the posttest. If you can answer the items easily and if you do well on the posttest, you will be able to use your newly acquired skills immediately. If you have difficulty in answering these questions or if you do not do well on the posttest, perhaps you could join another group of trainees and repeat the program. Trainers can help you decide on a plan of action; talk with yours.

Use. This module is to be used after trainees have completed the previous twelve modules.

Exercise 13.1

Name _____

Date _____ Hour _____

POSTTEST
COMMUNICATIONS EXERCISE

A HELPFUL PERSON IS--a person getting along with himself/herself and one who is genuine (not phony) when talking with others. When he/she talks with other people, he/she is understanding of and respects the feelings of others. This person seems very confident and his/her actions are very natural. He/she can adjust to many different kinds of people, but is still capable of letting one know his/her feelings at the right time.

DIRECTIONS

1. Rate responses on the following pages. Material includes ten statements which you are to assume are made to you by other persons.

2. For statements 1 through 5, rate each of the four given responses to the statement in order of the statement's helpfulness. A rating of Low (L) means no help; Medium (M) means some help; and High (H) means a high degree of help.

   Low (L) response: The response is not helpful to another person.

   Medium (M) response: The response is or little help to another person.

   High (H) response: The response is extremely helpful--meets all the conditions described in a helpful statement.

EXERCISE

Statement 1

"My parents won't let me go over there at night. They say I'll get into trouble if I hang around with those kids."

Responses for Statement 1

_____1a. What have you done that makes your parents not trust you?

_____1b. What they don't know won't hurt them. Your mistake is telling them too much about what you do.

_____1c. It's hard sometimes to accept your parents' ideas on things.

_____1d. It is upsetting because your parents won't let you be with the kids. It's like they don't trust your judgment.

Statement 2

"Those snobs won't ask me . . . they think they are better than me . . . who needs 'em anyhow!"

Responses for Statement 2

_____2a. Why don't you stop pouting about it and find somebody else?

_____2b. It makes you mad to think that others think you're not good enough to be with them.

_____2c. You'd like to be involved with them but they show no interest, it makes you wonder about really what to do.

_____2d. That's the approach I take with stuck up people . . . just get as far away as I can.

Statement 3

"My grades are horrible. My parents have grounded me for a month, and I've lost my allowance. I don't know what else could go wrong."

Responses for Statement 3

_____3a. This predicament has you feeling so low it makes you wonder if anything else could go wrong.

_____3b. Don't worry, there's always something worse to come along.

_____3c. I know what you mean. I've had that same thing happen to me. You feel just like everything is sour at once.

_____3d. Quit feeling sorry for yourself. It won't help much.

Statement 4

"I try so hard to be good in P.E. but I get so embarrassed because I don't play football."

_____4a. Sometimes you just have to face the idea that you can't be good in football.

_____4b. Sometimes it's hard to feel like you're good in football even though you do your best.

_____4c. Why don't you try to get out of P.E.?

_____4d. What have you done to learn to play football?

Statement 5

"I have some new friends that my parents don't like because of their long hair, but they really don't know them."

Responses for Statement 5

_____5a. What have you done that makes your parents not like your friends?

_____5c. It makes you feel that your parents don't trust you to choose new friends.

_____5d. You should go ahead and be friends anyway.

Exercise 13.1 (Continued) Name _____

Date _____ Hour _____

DIRECTIONS FOR STATEMENTS 6 THROUGH 10

For statements 6 through 10, write what you consider a helpful response to the person.

Statement 6

"I should have kept my mouth shut. My friend promised she would not mention it to anyone and now the whole school knows. I would really like to beat her up."

Write What You Would Say:

Statement 7

"I really hate this school. My other school I went to last year was so great, and now I feel like I don't even want to come to school."

Write What You Would Say:

Statement 8

"I really don't like to share a room with my brother. He is so messy and inconsiderate of me."

Write What You Would Say:

Exercise 13.1 (Continued)

Statement 9

"I really hate my first hour teacher. He says I can't pass his class. I sure would like to get out of his class."

Write What You Would Say:

Statement 10

"I wish Mom would leave me alone and let me do what I want to do. She always has to give me the third degree when I want to go somewhere."

Write What You Would Say:

Exercise 13.2

ORGANIZING FOR PEER COUNSELING

Now that the training program is completed, you will want to use your newly developed skills. Goal setting is a way to get things done, to change, to become the kind of person you want to be. Each week in our advance training session we will be setting peer counseling goals and sharing our results with other group members. These goals are your goals for you to achieve. The emphasis is upon your making the changes you want so as to become the kind of person you want to be. The process includes the following parts:

1. You select a goal you want to reach.
2. You act--carry out your goal.
3. You experience the satisfaction of completing your goal.
4. This satisfaction encourages you to set another goal.
5. You act--carry out the next goal.
6. So the cycle continues and with each new goal comes a greater sense of satisfaction and achievement.

You can use simple guidelines for setting goals. The guidelines can become criteria for checking your goals easily and quickly. Your criteria for checking should include the following:

1. Conceivable: capable of being put into words.
2. Believable: acceptable as appropriate to your value.
3. Achievable: can be accomplished with your present strengths.
4. Controllable: does not depend upon a specific response from another person in order to achieve it. (The exception is when working on projects.)
5. Measurable: can observe it.
6. Desirable: something you really want to do.

7. Specifiable and stated with no alternatives: not optional and one at a time.

8. Developmental, growth producing: not injurious to self or others in society.

When your goal includes the criteria listed, you have a better chance of completing the goal successfully. As you set goals, set them so that you will be using your newly developed skills in helping other people. In so doing, you will be helping yourself to become the kind of person you want to be.

EXAMPLES

The following are examples of goals which have been established by trainees. You will need to set your own. Start with some that you can initiate immediately.

1. My goal is to listen better to others and to gain an understanding of what they are truly saying.

2. My goal is to be better able to express the true feelings of others.

3. My goal is to be better able to express the true feelings of others.

4. My goal is to become more aware of how and when what I do or say produces a communication stopper with another person.

GOALS

In this exercise you will

1. learn criteria for checking your goals.

2. write goals for yourself to achieve.

3. check yourself on progress in achieving your goals.

4. organize your peer counseling activities through establishing your goals.

DIRECTIONS FOR PART I

1. Decide on a goal for yourself. The goal is to include using your peer counseling skills.

Exercise 13.2 (Continued) Name _____

Date _____ Hour _____

2. Decide on the time line (beginning and ending dates) for your concentrated efforts to achieve the goal.

3. Check your goal against the criteria for a goal.

4. Complete Part I of the Flow Sheet which includes having your trainer check the goal after you have completed Part I.

PART I--Goal and Plan for Action

1. My goal is

2. Time line--dates for concentrated effort to achieve goal

   Starting _____ Achieved by _____

3. Criteria for a goal applied to my goal (check each and comment if appropriate)

	Yes	No	Comment (if appropriate)
a. Conceivable	___	___	_____
b. Believable	___	___	_____
c. Achievable	___	___	_____
d. Controllable	___	___	_____
e. Measurable	___	___	_____
f. Desirable	___	___	_____
g. Specifiable and stated with no alternative	___	___	_____
h. Developmental growth producing	___	___	_____

4. Plan for achieving goal (Note: Review items included in Step 7 of "Seven Steps in Problem Solving" in Module 12.)

   a. What is the first action that is necessary in order to put my plan for achieving the goal into operation?

Exercise 13.2 (Continued)

b. What are the next activities and in what sequence must these activities take place to reach my goal?

c. What obstacles are in my way to reaching my goal?

d. What strengths do I possess to overcome the obstacles in my way?

e. Who else will be needed to implement my plan? With what person or persons will I work so as to achieve my goal?

f. Where are the activities to take place?

g. When do I take my first action?

5. Trainer's Comments:

Date _____ Approved _____ Suggest Changing _____

(Trainer) Signed _____

Exercise 13.2 (Continued) Name_____

Date _____ Hour _____

DIRECTIONS FOR PART II

1. Complete Part II before the next training session.
2. Grade yourself on progress toward achieving your goal.
3. Identify significant happenings in your behavior which have and/or have not contributed to your progress.

PART II--Self Analysis

1. Grade yourself as to your achievement of your goal.

0% 25% 50% 75% 100%

2. What has been the most significant happenings in your behavior which has contributed to the progress you have made?

3. How can you in the future emphasize the positiveness that you identified in item Number 27?

4. What have been obstacles in your achievement of your goal?

5. How have you overcome those obstacles, if you have, or what might you do to help overcome the obstacles which remain?

Exercise 13.3

Name _____

Date _____ Hour _____

PEER COUNSELOR FEEDBACK FLOW SHEET

GOALS

In this exercise you will

1. learn to record and rate your behaviors during peer counseling sessions.

2. become aware of the skills you are using effectively and the ones on which you need to improve. This goal can be achieved by reviewing several of your completed "Peer Counselor Feedback Flow Sheets."

DIRECTIONS

As you work as a peer counselor, complete this flow sheet after each peer counseling contact and submit it to your trainer at next session.

EXERCISE

Date of Peer Counseling Contact: _____

Time of Contact (Hour): _____

Session Number with this Person (Circle):

First Second Third Fourth Fifth

Location Where Session Occurred: _____

General Statement of Person's Problem or Reason for Contact:

Skills Used: Please rate your behavior during your peer counseling session by checking high, medium, or low for each of the skills.

	High	Medium	Low
1. Attending	_____	_____	___
2. Empathy	_____	_____	___
3. Summarizing	_____	_____	___
4. Questioning	_____	_____	___
5. Genuineness	_____	_____	___
6. Assertiveness	_____	_____	___
7. Confrontation	_____	_____	___
8. Problem Solving	_____	_____	___

Exercise 13.3 (Continued)

YOUR COMMENTS

1. Significant behavior on your part or that of the person with whom you had the contact.

2. Future plans for next contact.

3. Things for you to do to assist in your growth.

Checked by _____
Peer Counseling Trainer

CHAPTER IV

WHAT NEXT?

You have just spent many hours learning basic helping skills. Those hours have been exciting, and at times, probably painful. The thirteen modules concerning helping and the art of helping which you just completed were designed for you to understand what helping is all about. You now know well that helping is not simply giving advice. Skills you learned in "attending" already have paid off for you in that you listen, attend to what others are saying. Probably your friends and family believe that you are much more interested in them and as a result you probably have more people attending to you.

As a result of your skills in avoiding "communication stoppers," you will have people opening up to you more and giving you more cooperation. The invaluable skill of learning empathy assists you by really tuning in to what others are saying. By your knowledge of how to be an effective listener, you have opened doors for people in helping them feel that someone cares. By your accurate feedback to people, you are able to help them make decisions that reflect their thoughts and feelings.

As you learned the skills of effective questioning, you probably noticed that people now are more able to be open with you and not become as defensive.

You now have the skills for effective listening and this puts you into the role of a good listener. Effective listening begins with your ability to enter into another person's frame of reference—to understand and appreciate the uniqueness of each person's experience and to use this experience to affirm a person's human potential. To help this person develop has required you to utilize the skills of truly "hearing" what others are saying, acknowledging your understanding by providing meaningful responses. These interpersonal skills are the first building blocks for increasing one's effectiveness as a helper.

Your skills will help you in listening to friends and family members when they are experiencing some problems. You also will be able to respond to people needing help with various aspects of their lives, helping a new person to your school, work site, organization, or neighborhood. Feel proud of your skills because these are now a part of you and will help you throughout your life.

You have learned additional skills that will help you be more open, assertive, and confronting when you are worried about someone else or when someone is bothering you. For example, by using skills you have learned in this introductory peer counselor training program you no longer will hold back when a friend does something to you that bothers you and you will not let salespeople push products on you that you do not want. If in the past you were frustrated by working for a boss to whom you couldn't stand up, now is the time to apply your new skills in a helpful manner so that you and your boss are more open, honest, and communicative with each other.

As you apply your peer counselor skills, you may realize the need for additional knowledge and skills. For example, if you are concerned

about a family member or friend that has a problem with drugs or alcohol or other problems and you don't know what to do, then learning intervention skills will assist you in confrontation and helping the person and/or situation.

Personal development and growth are important skills for an effective helper. Often we miss growing to our fullest potential by not understanding our strengths and values. By understanding our own strengths, this enables us to have the fuel to move through difficult situations. The Advance Peer Counselor Training Program, Book 2, was designed to assist you in developing these strengths and learn other skills.

As helpers we are often faced with others experiencing stress and leading a very unhealthy lifestyle. We also are faced with people that are involved with drugs and alcohol. Before you can help others with these problems, you must become aware of your own stress and your own attitudes and values concerning alcohol and drug use and abuse and be able to manage effectively your own life.

Often with these highly developed human relations skills, you will be called upon to move into a leadership position where you will need skills of leading discussions, organizing your time, and setting priorities. A helpful next step for you as a potential leader is to learn skills that will make that job easier.

We encourage you not to stop with the completion of *Introductory Program, Book 1,* but instead to continue your training so as to learn additional skills. As you do you will be able to expand your area of peer power help as you become knowledgeable about drugs and alcohol, wellness, your own potential, and leadership skills.

You now have the foundation; by continuing your training you will be able to build the total building. You are a model; others will follow you. Therefore, gain additional skills so as to apply better the peer helping techniques you have learned. Good luck with your peer counseling in action and your advance training period. *Book 2, Advance Program,* contains modules and exercises to assist you in your continued development as a peer helper.

"A Loving Person Lives in a Loving World"
"A Hostile Person Lives in a Hostile World"
"Everyone You Meet is Your Mirror"

ADDITIONAL READINGS

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ABOUT THE AUTHOR

ABOUT THE AUTHOR

Counselor
Consultant
Author

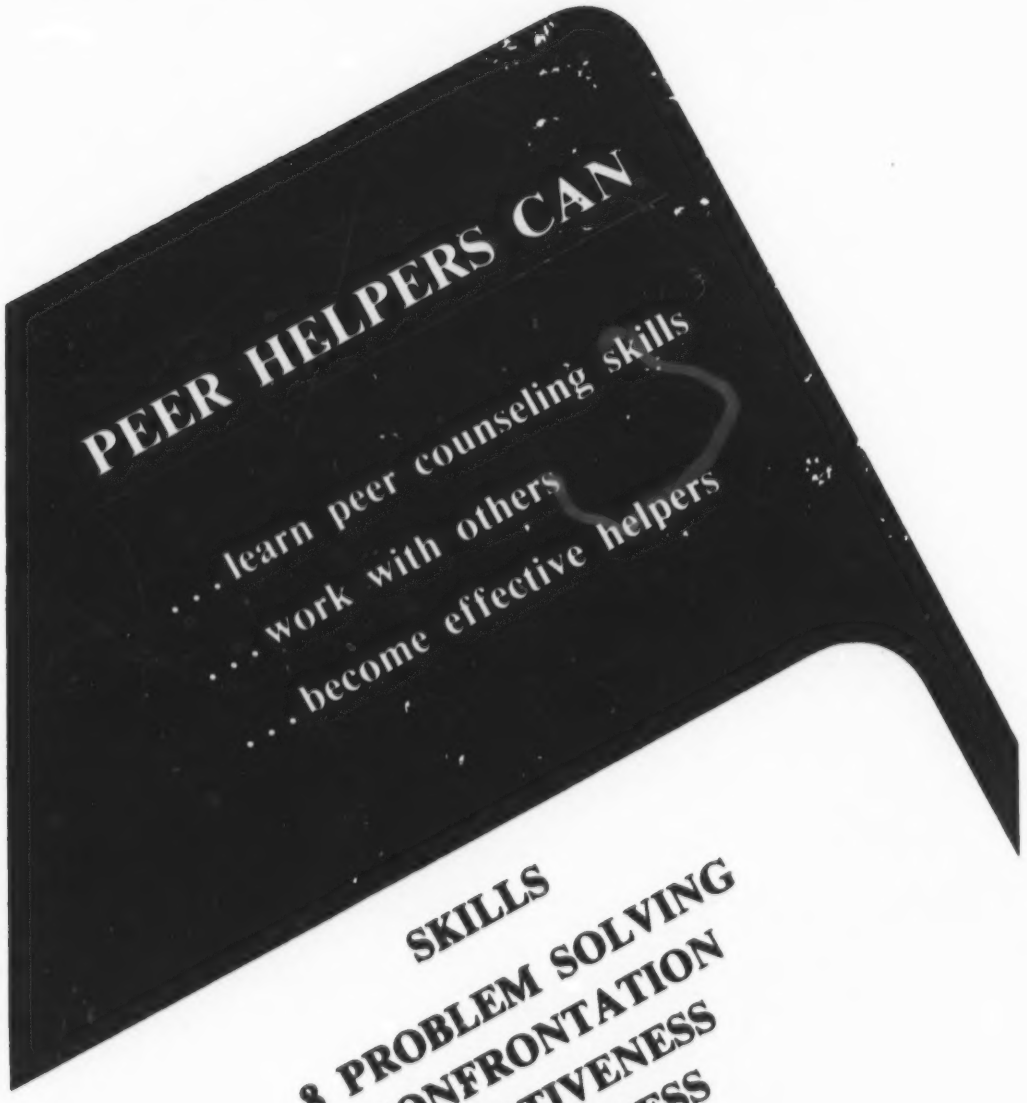
Judy A. Tindall, Ph.D., has been involved in training peer counselors in schools and community agencies over the past several years. For the last 18 years, she has been a junior high school counselor, high school counselor, coordinator of guidance for a high school in St. Louis County, Missouri. Presently she is consultant/therapist at Rohen and Associates Psychological Center in St. Charles, Missouri.

At the present time Dr. Tindall is involved in training parents, students, teachers, and others in communication skills, stress management, wellness, problem-solving skills, and other helping skills.

Dr. Tindall has been a leader in local, state, and national counseling associations. She also has published articles in various newsletters and journals and has been involved in preparing other professionals for conducting peer counselor training. She has made several professional presentations concerning peer counseling, parent education, stress management, wellness, alcohol and substance abuse, and other areas of counseling.

She presently maintains a substantial private practice for family and marriage counseling and consulting and lives with her husband and son in St. Louis, Missouri.

Judy is a proficient practitioner in training peer counselors. She and Dean Gray conduct workshops and classes and serve as consultants in peer counselor training programs.



SKILLS

8 PROBLEM SOLVING
7 CONFRONTATION
6 ASSERTIVENESS
5 GENUINENESS
4 QUESTIONING
3 SUMMARIZING
2 EMPATHIZING
1 ATTENDING

BEST COPY AVAILABLE